DOCUMENT RESUME

ED 477 943 PS 031 374

AUTHOR	Scofield, Richard T., Ed.
TITLE	School-Age NOTES, 2002-2003.
ISSN	ISSN-0278-3126
PUB DATE	2003-00-00
NOTE	98p.; For 2001-2002 issues, see ED 466 323. Published monthly.
AVAILABLE FROM	School-Age NOTES, P.O. Box 40205, Nashville, TN 32704 (12-issue subscription, $26.95). Tel: 800-410-8780 (Toll Free); Tel: 615-279-0700; Fax: 615-279-0800; Web site: http://www.schoolagenotes.com.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	School-Age NOTES; v23 n1-12 Sep 2002-Aug 2003
EDRS PRICE	EDRS Price MF01/PC04 Plus Postage.
DESCRIPTORS	After School Education; *After School Programs; Art Activities; Developmentally Appropriate Practices ; Elementary Education; Elementary School Students; Enrichment Activities; Financial Support; Play; Recess Breaks; *School Age Child Care; Summer Programs; Training; Volunteers

ABSTRACT

This document is comprised of the 12 monthly issues of a newsletter providing support and information for providers of child care for school-age children. The featured articles for each month are: (1) "Transitions: Opportunities to Connect" (September); (2) "Art for All Kinds of Smarts" (October); (3) "Teasing and Bullying in After-School Programs" (November); (4)"Activities for School-age Child Care--25 Years Later" (December); (5) "Cut Recess and Get Sued?" (January); (6) "Hiring and Training Summer Staff" (February); (7) "Beyond the 21st CCLC [Century Community Learning Centers] (March); (8) "Mathematica Report on 21st CCLC Leads to Threat of Funding Cuts" (April); (9) "Engaging Older Volunteers in After-School Programs"; (10) "JustPlay...or Is It?" (June); (11) "Lessons of Hope--The Boys and girls Club Mission" (July); and (12) "Reduce Conflict by Meeting Developmental Needs" (August). Regular features in the newsletter include activity suggestions, information on conferences and resources, and editorials. (HTH)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 477 943

School-Age NOTES, 2002-2003.

Vol. 23, No. 1-12, Sep 2002-Aug 2003

Richard T. Scofield , Editor

School-Age NOTES

2003

PS 031374

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Richard T. Scofield

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

Volume XXIII #1 The Newsletter for After-School and School-Age Care Professionals September 2002

School-Age NOTES

ISSN0278-3126 © 2002 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Transitions: Opportunities to Connect

by Georgia Hall, Research Scientist, NIOST

Some years ago while presenting a workshop on planning summer programs, I was asked the question, "What are your exact program hours?" In other words, in what time frame do program, curriculum, and/or activities take place? My response was "All the time." There is never non-program time. There is structured program time and there is non-structured program time, but the whole day, every minute is "part of the program." And in fact, my favorite part of the program day, were those in-between times when we were transitioning to new activities, coming together as a whole group, or the inevitable waiting periods.

Reflect, React, Relax

Transition times are perfect opportunities to connect with participants in unique ways. Children have just been engaged in an activity for a length of time, maybe quite intensely, and so can benefit from an opportunity to enjoy one of the three R's: Reflect, React, or Relax. If activities have wrapped up quickly without a moment to reflect on what has just been accomplished or experienced, than a short intentional time spent doing that can be very helpful for youth to sort out and consider how their experiences impact them....or what importance the just completed activity has in their lives. Or perhaps why an experience was not successful or enjoyable. Program staff shouldn't shy away from opportunities to let children and youth give positive criticism about the program. Practicing appropriate feedback and response is an important skill for children and youth to build. As children are coming back to a large group after being in smaller group activities, think of how the moments waiting for the group to merge can be useful and productive. Ask some of the children to share what went on in their smaller groups, what did they learn new today, etc. This type of processing can help children better connect to their experiences and increases the awareness of the general group of the other types of activities that occur in your program.

Transition times are perfect opportunities to connect in unique ways.

Team Building & Socializing

Transition times are often challenging times for children who have more difficulty socializing informally, and may get stuck sitting by themselves or isolated from the charged up activity going on around them. If children are kept waiting or start to feel alone, they can often slip into boredom which can carry into the rest of their day. Having team-building activities and ice-breakers readily available as a group comes together, may create new avenues of connections between children, and keep everyone engaged at a heightened level. It can also be a way to build excitement for the next activity.

Seeking children's reactions to topics that are current and relevant to their daily lives can help move passive listeners into active learners. For example,

(Continued on page 2)

INSIDE

Homework.....3
October Activities.....4-5
Building Rapport.....6
$3 Million Donation....3
SAC Wages.....7

SAC @ NAEYC-NYC

As in the past, the National Association for the Education of Young Children (NAEYC) Conference will have a track on "School Age." Set for Wed., November 20, 2002 through Sat., November 23rd, the site is the Javits Convention Center in New York City.

The headquarters hotels and other accommodations are located in the midtown theater district.

This year there will be 18 one-hour workshops on after-school and school-age care. In addition, there will be one two-hour seminar and two preconference sessions (Wednesday) which are typically three hours or longer.

Sample session topics include quality initiatives, writing poetry, bully-proofing programs, special days and events, a state model of professional advancement, professional needs of school-age caregivers, and quality improvement.

Along with 20,000 participants, hundreds of workshops, a sea of exhibitors, there is the extraordinary opportunity to hear multiple famous speakers, and attend workshops for administrators and directors on practical aspects of running programs for children with tracks on research, technology, play, inclusion, discipline, and much more.

For more information go to www.naeyc.org or call 800-424-2460.

PS 0313774 Recycled

Transitions...

(Continued from front page)

as children are moving into a snack after being in separate activity groups you may ask them to react to a survey about their favorite music group. You give each group a written survey page and two pencils. You appoint someone to put their responses on the flip chart in front after the group fills out the survey. Perhaps you appoint that child who needs more opportunity for leadership in front of peers, etc. You may notice the children quite excitedly discussing current music groups and their reasons for choosing one over the other. As other groups come in you include them in the survey activity. You may notice conversation between groups. When all have collected in the room you announce the final results. You may ask a couple of representatives from the groups to present their opinions as to why one music group should be rated higher than another, etc. It is always most effective to create a transition activity that links with the program activity to come. The music survey would have made a great transition to an activity such as a musical performance, sing-a-long, etc.

Sometimes I saw children more excited in transition time than any other time during the day.

Activity Opportunities

Transition times are great opportunities for youth performance. On the 4th of July, in my summer camp, we would hold a whistling contest. Each snack table would send up one representative to whistle the fastest rendition of the *Star Spangled Banner* or *Yankee Doodle*, etc. We measured longest pinkies; we blew the biggest gum bubbles; demonstrated the latest dance steps; gave the weather report via charades, etc., all during transition times. Transition times are also great times to highlight unique gifts of children and staff. You may discover a staff member who is an amazing storyteller and can keep a room of 60 quiet and engaged. You may discover a child with amazing balance and the whole room can count together as she stands with one foot on a block. The opportunities are endless and the reward is evident. Sometimes I saw children more excited in transition time than any other time during the day. We would have missed that connection with the child had we let the time just pass by.

Conversations with Adults

It is also true that children need a chance to just relax and talk with each other. Yet, this may become more effective when staff become involved. Transition time is a perfect time for staff to engage in quiet conversations with children, to step outside their supervisory or activity leader role and just be a caring adult. Children appreciate opportunities to talk casually with adults and to share experiences not centering on school/out-of-school program, etc. Adults can still maintain supervision and control over a group while being a conversation participant. So instead of observing from the sidelines, encourage staff to integrate during transition times. More than likely they will also appreciate the opportunity to connect with the children in more personal and informal ways.

Team building and ice-breaker activities for transition times can be brainstormed together by staff during staff meetings. It is most helpful to have a repertoire of activities quickly and easily available to pull out and deliver. The essential task is to be creative and imaginative, and the connection and fun will follow.

The National Institute on Out-of-School Time, part of Wellesley College's Centers for Women, contributes an article to SAN every other month. NIOST can be contacted via their website at ***www.niost.org****.*

Easy Transition Activities

Here are more ideas for easy activities to do with children during transitions:

No Props Activities

Charades
Red Light, Green Light
Mother May I
Simon Says
Seven Up
Animal, Vegetable, Mineral
I Spy

Observation: Ask some children to stand and have others remain seated. Children have to guess what the ones who were asked to stand have in common (same color shirt, wearing glasses, etc.). (from *Training New After-School Staff: Welcome to the World of School-Age Care* by Roberta Newman)

Mental Games

Alphabet
Gossip
Who am I?
20 Questions
Guess the Number

Jeopardy!: Leader has a list of "answers" to read to group. Children have to raise hand first and respond in the form of a question.

School-Age NOTES

Subscriptions: $26.95/12 issues

Send Inquiries To: School-Age NOTES
P.O. Box 40205, Nashville, TN 37204
615-279-0700, (Tollfree) 1-800-410-8780
(FAX) 615-279-0800

Editor/Publisher: Richard T. Scofield
Managing Editor: Joyce Jackson
Office Manager: Mary-Helen Manigza

SCHOOL AGE NOTES (ISSN 0278-3126) is published monthly for $26.95 per year by School-Age NOTES, Inc., 2809 Azalea Pl., Nashville, TN 37204. Periodicals Postage Paid at Nashville TN. **POSTMASTER:** Send address changes to School-Age NOTES, P.O. Box 40205, Nashville TN 37204-0205.

© 2002 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.schoolagenotes.com
Printed on Recycled Paper

The Homework Question

Every after-school program has to make a decision whether to schedule specific times to allow school-agers to do their homework or whether to be a "homework-free" zone. School-Age NOTES, along with organizations like the National Institute on Out-of-School Time (NIOST) have traditionally been of the strong opinion that the after-school program should be a less structured time to offer children a period of relaxation and social interaction after a long day of academic work.

Children's academic needs must be balanced with their physical, emotional and social needs.

Yet the reality is that more and more after-school programs are taking on an academic approach, providing enrichment activities in literature, math and science to boost what children are learning during the school day. And as children get older, the amount of homework given each day increases. Parents wonder - if my child is in this program until 6 p.m. each night, why not get his homework done there?

Some Guidelines

NIOST addressed these issues in their paper, *Homework Assistance & Out-of-School Time: Filling the Need, Finding a Balance* (SAN, 2001). To help programs make a decision about whether and how to provide homework assistance, they offer these general guidelines:

- The most effective homework policy will be developed when the opinions and needs of children, families, and staff are taken into consideration. Focus on balancing research findings, the resources available to the program, and the needs of those served.
- Homework assistance and enrichment activities are especially important for children who are at risk of school failure. Some families cannot provide children with the quiet space, resources and assistance that they need to successfully complete homework. Without help from the program, homework may become yet another place where students with fewer resources fall behind.
- Homework is only one way to support academic achievement. Programs can also offer tutoring, enrichment activities and recreational reading programs to help students develop skills and build self-confidence.
- Children's academic needs must be balanced with their physical, emotional and social needs. Children need time to blow off steam and have snacks, play with friends, build relationships with caring adults, and develop their own talents and hobbies.

Setting a Homework Schedule

Determining when to offer homework sessions during the after-school program is also important. In the book, *How to Help Your Child with Homework* (Free Spirit, 1997), these tips are offered:

- **Give children time to unwind** after school, including unstructured socialization with friends and active play to "blow off steam." But don't wait until late in the day when the children are starting to tire.
- **Serve healthy snacks** before starting the homework session. Children will be able to concentrate better.
- **Schedule study periods** for younger children differently from the older children. Younger children have a harder time sitting still for extended periods of time than older children. Short study sessions can lead to more learning than longer ones.

The NIOST *Homework* paper also suggests that "it makes sense for a program to be flexible about how much time a child will spend on homework. A first grader may only need 10 minutes to work on homework, and then can move on to other activities, but a seventh grader may need 90 minutes."

Offer the children help on how to approach their homework assignments. In *How to Help Your Child with Homework* it is suggested that children be encouraged to:

- Start each homework session by looking over everything that needs to be done. They should let the after-school staff know if there is anything they will need help with.
- Do the most difficult or distasteful task first, before fatigue sets in.
- Do any memorization or test review early in the session while the mind is still fresh. Then review the material again at the end of the session after other homework is completed.

The Homework Center

Creating a special place in the program where homework can be done is crucial. If space allows, have a separate area away from the rest of the program where the distractions are minimal. If your program is located in a school, find out if the children can have access to either the library or the computer lab where they'll be able to use the reference tools on the Internet or on library shelves.

The optimal environment for a homework center includes good lighting, desks or tables where work can be spread out, straight-back chairs, and plenty of extra materials children might need such as:

- pencils, pens, erasers, correction fluid
- markers, crayons, colored pencils
- notebook paper, graphing paper, and construction paper
- three-hole punch, scissors
- dictionary, thesaurus, atlas or globe
- encyclopedias or access to Internet
- calculator, protractor, compass
- variety of magazines
- word processor or typewriter
- chalkboard or flip chart

For more ideas on helping school-age children with homework, consider the two books referenced in this article. Both are now available from School-Age NOTES.

How to Help Your Child with Homework, **$13.95** for subscribers, $15.95 list price plus **$4.95** shipping/handling.

Homework Assistance & Out-of-School Time/Literacy: Exploring Strategies to Enhance Learning in After-School Programs, **$12.95** for subscribers, $14.95 list price plus **$4.95** shipping/handling.

© 2002 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.schoolagenotes.com
Printed on Recycled Paper

Statue of Liberty

The Statue of Liberty was accepted as a gift from the French on October 28, 1886 by President Grover Cleveland. It was dedicated as a national monument on October 15, 1924.

The Statue of Liberty :

- has 25 windows in her crown
- has 7 rays of diadem (representing the 7 oceans of the world)
- is 152' 2" from the base to the top of the torch
- is 111' 1" from the heel to the top of the head
- has a 16' 5" long hand
- has an 8" long index finger
- has a 13" x 10" fingernail
- has 4,000 square yards of fabric in her dress
- has a 25' long sandal

Using these facts, try to build a replica of the Statue of Liberty to scale. If you have access to a ball field you might be able to measure and draw the outline of the statue to its actual dimensions. Or make a scale model using toothpicks, craft sticks, rolled newspaper or cardboard.

Try math story problems to go with the Statue of Liberty. For example: If 200 people bought tickets that cost $4.50 to go inside the Statue of Liberty, but only 146 people used the tickets on one day, how much money was collected? (This is a trick question - see if the kids "get it" or if not, ask: How much of the money was collected for tickets used *that day*?)

Storytelling

October 5 is the National Storytelling Festival in Jonesborough Tennessee. To encourage reading and storytelling among the children have each child pick a story. It can be a popular children's story or fairytale, or a Native American theme. Or children can write their own stories about the program, home and family, friends, neighborhood, summer vacation, etc.

Make a list of all the characters and props needed to tell the story. Each character can have something that represents them. For example: Mother could be represented by a flower; brother could be represented by a toy car, etc.

Make storytelling bags to keep the story props in. Use either a small brown paper bag that children can decorate or make a fabric bag.

Fabric Storytelling Bag

You will need 6" x 10" piece of fabric or felt, yarn or string, thread and needle.

Lay fabric flat. Fold the ends to make a cuff for the yarn or string. Glue or sew in place. Fold the fabric in half so that the cuffs are even with one another. (Right sides together). Glue or sew the sides in place, leaving the cuffs open. Thread one piece of yarn through the cuffs and knot the yarn ends together. Thread another piece of yarn through the cuffs going the other way. This will be the drawstring. Pull the yarn together to close the bag.

Indian Corn Pin

You need:

8mm round faceted beads
11mm autumn tri-colored beads
brown paper twist or raffia
fall colored ribbons
brown pipe cleaners
pin backs & glue

Cut the pipe cleaner into 3 equal pieces. Put one 8mm bead on the end of each pipe cleaner. Thread 11mm tri-colored beads on top of the 8mm bead (7-8 beads for each piece). Cut small pieces of paper twist or raffia to resemble corn husks. Twist the tops of the pipe cleaners together where the beads meet. Glue husks on top of the pipe cleaner. Cut off excess pipe cleaners. Tie two ribbons in small bow and glue on top of the corn husk. Glue on pin back.

Painting...

Glove Finger Painting

Sometimes school-agers like to do things from the past - have a "retro " day and do a little finger painting, only this time wear different types of gloves (rubber, garden, leather, dress, winter, latex) while painting.

Golf Ball Painting

Place a piece of paper inside a shallow box or baking pan. Pour different colors of paint onto the paper. Toss in a golf ball and roll it around. Variation: Line a child's swimming pool with paper and try other balls – tennis, ping pong, billiard, baseball, soccer, big rubber balls or a combination of balls.

Spider Puzzle

Paint several pieces of old jigsaw puzzle. Build spider body by gluing layers of puzzle – three or four layers should be fine. Bend pipe cleaners for legs and glue on the underside of the puzzle pieces. Add googly eyes.

Byline...

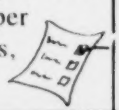
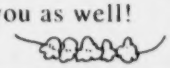
This month's **Activities** and **Ideas Corner** pages were written by *Alycia Orcena* of Marion, OH. Illustrations by *Julie Sorensen* of Londonderry, NH.

50 Activity Ideas

The minimum number of Activity Ideas in this issue is 50.

© 2002 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.schoolagenotes.com
Printed on Recycled Paper

OCTOBER IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
SPECIAL OCTOBER DAYS	Oct. 4 is *World Day for Animals*. Make a list of children's favorite animals. Ask each child to draw a picture and write specific facts about their favorite animal.	Oct. 6 is *German-American Day*. Invite a guest speaker in to share about their German heritage.	Oct. 15 is *Grouch Day*. Draw pictures, write poems or short stories about what makes you grouchy – and what makes you feel better.	Oct. 24 is *United Nations Day*. Have an International Festival with games, crafts, food, dance and music from different countries.	Oct. 28 is *National Chocolate Day*. Indulge in a chocolaty snack. Take a poll of favorite chocolate bars and graph the results.
BASEBALL	October is *World Series* time. Have your own world series. Divide into teams and play a game each day to see which team wins the series.	*Baseball Math*: Survey the children for their favorite baseball teams. Create a bar graph or chart to show the results.	*Baseball Stats Math*: Create math story problems with statistics from the World Series teams. Expand into ticket prices, snack prices, stadium seats, etc.	*Baseball Snack*: For the bat use a bread stick, carrot stick or celery with peanut butter. Use grapes or cherries for the ball. Try a cheese square or cracker for a base.	*Baseball Pitch*: Draw a line on the ground and have each child throw the ball. Who can throw it the farthest? Chart the results.
POETRY	October 14 is *National Poetry Day*. Make a list of famous poets (think multiculturally) and have each child select a poet to write a brief biography about.	Take time out to read poetry this week. Read both classical, modern, and children's poetry plus limericks, nursery rhymes, and haiku.	Write words on pieces of construction paper and cut out. Work as a group to create a wall poem. The poem can be added to each day. Take photos to document your work.	Invite the children to write their own poems. They may need help with topics. Illustrate them and post on the walls.	Type and copy the children's poems and photocopy their illustrations. Bind all of the poems to create a book for each child to take home.
SPIDERS	Spiders, spiders everywhere. For Halloween try some spider crafts, snacks and projects. Read one of the Anansi the Spider African legends.	*Spider Snacks*: Put peanut butter on round crackers and sandwich them together. Poke small pretzel sticks in the peanut butter around the sides. Or use sandwich cookies.	*Silly Spiders*: Cut a pipe cleaner into 4 equal parts. Cross the pieces over each other and twist in the middle. Glue a small pom pom in the middle. Add eyes.	*Spider Books*: Cut 2 spider body shapes from construction paper and 10 shapes from lined paper. Staple together as a book. Make 8 yarn or fabric legs to hang off cover.	*Spider Puzzle*: Make a table top spider made from old jigsaw puzzle pieces. See page 4.
NATIONAL CAR CARE MONTH	October is *National Car Care Month*. Create a car care kit for your family car. Make a list of all the items you would need in case of an emergency.	Make a list for the family car of things that should be checked on a regular basis: oil, gas, headlights, wiper fluid, tires, etc. 	What is your dream car? Look at car catalogs for standard and luxury features. Let children create their own luxuries they would love to have in a car.	Make car wash coupons for parents that entitle them to a free car wash or car cleaning at home.	Have a program fundraiser with a car wash. Have a change bucket for donations instead of charging a set fee.
OCTOBER IS...	*National Popcorn Month*. String popcorn together for the birds to eat. Don't forget to make some extra for you as well! 	*National Apple Month*. Cut apple shapes from sponges and sponge paint red apples on index cards. Write favorite apple recipes on the cards.	*Columbus Day* is celebrated. Trace on a map the route that Columbus sailed. If you were traveling that distance to a new land, what would you pack?	*Halloween* is October 31. Decorate pumpkins; make a strange brew from lime punch; create spider pencil toppers.	*National Clock Month*: Find out what time it is in ever country of the world. AND... *National Pretzel Month:* Make pretzels for snack.

© 2002 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.schoolagenotes.com
Printed on Recycled Paper

Washington Notes

by Charles Pekow

Charles Pekow is the Washington correspondent for SAN. This report is written exclusively for SAN readers.

Funding After-School

It looks like the 21st Century Community Learning Centers will get at most a $90 million increase next year. The Democratic-controlled Senate Appropriations Committee (SAC) approved an FY 03 funding bill covering Health & Human Services and Education with $1.09 billion for the program and the Republican House probably won't add more than the $90 million increase in the Senate bill.

The Senate bill (S. 2766) also provides $2.099 billion for the Child Care & Development Block Grant, an increase of only $18,000 for FY 03. The committee figured Congress should reauthorize the program before it adds money. Authorization expires Oct. 1 and reauthorization bills are pending.

The total includes the standard $[illegible] million set-aside for school-age care and resource & referral. In addition to the 4% allocated in legislation for quality activities, the bill would earmark an additional $272.672 million for quality. But $100 million of the improvement money would go specifically for infant care, leaving less for school-age.

Another $10 million of the block grant would get set aside for research, demonstration and evaluation, while the National Association of Child Care Resource & Referral Agencies would get its standard $1 million to operate its Child Care Aware hotline.

The Social Services Block Grant (SSBG) would get the same funding as last year—$1.7 billion. But the bill would allow states to transfer up to 10% of Temporary Assistance for Needy Families money to SSBG. States can use any or all of it for school-age slots.

Also, Safe & Drug-Free Schools would get $485.017 million for state grants while national programs would get $169.233 million. Schools can use the money for school-age programs.

Welfare reform could be a bigger boon to school-age funding than previously thought. The Senate Finance Committee passed a welfare reform measure that would increase the Child Care & Development Block Grant by $5.5 billion over five years, enough to add 100,000 slots a year by Senate estimates. This contrasts with the version of the Personal Responsibility, Work & Family Promotion Act (H.R. 4737) passed by the House, which would add only $2 billion over five years.

The House approved the Treasury & General Government Appropriations Act, 2003 (H.R. 5120), with $13 million for the Gang Resistance Education & Training Program, which provides grants for police departments to establish links with school-age providers. The Senate Appropriations Committee also approved a bill with the same amount and $1 million for the National Congress of American Indians for Boys & Girls Clubs in schools run by the Bureau of Indian Affairs.

From the Private Sector...

Biotech Firm Donates $3 Million

A $3 million donation has been made by Amgen, a biotech firm headquartered in Thousand Oaks, CA to help Boys & Girls Club of America launch after-school programs in the Conejo Valley area of California.

As reported in the June 28 issue of the *Los Angeles Daily News*, the firm has committed the $3 million to help build facilities for after-school programs on six middle-school campuses.

The corporation donated $1.5 million up front and will release the additional $1.5 million when matching funds are received. The city of Thousand Oaks is committing $1 million and applications for federal funding are being made.

The after-school programs emphasis will be on character and leadership development, educational development, career preparation, and activities.

This was the largest single donation ever made by Amgen.

10 Tips for Building Rapport

by Kathy Carr

It's back to school time and for program sites held in shared space such as an elementary school, it's time to build rapport. These tips can help build positive communication between your program and school staff and ultimately lead to a great school year:

1. Attend Back-To-School Night. Have a table with information about your program and registration materials.

2. Send a letter to all school staff. This includes teachers, janitors, secretary and principal. The letter should include your mission, goals and contact information. You may also like to introduce your staff and your program schedule in the letter.

3. As children enroll, send a letter to their specific teachers and let them know the child is participating in the after-school program.

4. Send a letter to the local high school about your program and request student volunteers to come after school. Honor Society or scholarship students are great to help.

5. Call your local newspaper and have an article submitted about the program.

6. Form a parent advisory group and meet often. Identify needs of the program and plan parties together.

7. Have a suggestion box at your site and also in the school office.

8. Plan an opening social and invite the principal and other school staff as well as your families.

9. Have each child make a card and write one goal for the year. Help the child identify ways to accomplish the goal. Make a copy for parent, teacher and site.

10. Say "Hi" and stop by the office often just to say "Hi." Remember that "Thank you" goes a long way and doesn't cost money.

Kathy Carr is the Utah School-Age Care Alliance Accreditation Advisor and has been a Program Director for 11 years. She resides in Wasatch County, Utah.

© 2002 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.schoolagenotes.com
Printed on Recycled Paper

SAC CONFERENCES

OLDER KIDS CONFERENCE Sept. 19-21, 2002
9th Annual National Older Kids Conference, Chicago
Contact: 1-800-649-1766

GEORGIA September 20-21, 2002
GSACA Annual SAC Conference, Decatur
Contact: 404-373-7414, gsaca@mindspring.com

SOUTH DAKOTA October 11-12, 2002
3rd Annual SoDakSACA Conference, Mitchell
Contact: Jan Strange, 605-692-8066, gapost@brookings.net

NEW YORK October 14, 2002
NYSSACC Upstate SAC Conference, Albany
Contact: CarolD@cccwny.org

MISSOURI October 18-20, 2002
MOSAC2 Conference, St. Louis
Contact: Laurie S. McTearnen, 314-962-9450, ext. 234
lmctearnen@ymcastlouis.org, www.mosac2.org

NEW HAMPSHIRE October 25, 2002
Annual School-Age Conference, New Bedford
Contact: Terri Warren, 800-432-5851, twarren@plustime.org

CONNECTICUT November 2, 2002
12th Annual Statewide SAC Conference, Meriden
Contact: Monica Whalen, 860-231-9321, monicambw@aol.com

VIRGINIA November 1-2, 2002
VASACC Conference, Virginia Beach
Contact: Barb Lito, 757-597-2900

FLORIDA November 7-9, 2002
FSACCC State Conference, Palm Beach Gardens
Contact: Jenn Faber, 941-489-4386, www.fsaccc.org

NORTH CAROLINA November 7-9, 2002
13th Annual NCSAC Conference, Greensboro
Contact: Sandy Hall, 252-459-9810

NEW JERSEY November 15-16, 2002
New Jersey SAC Annual Conference
Contact: sac@njsacc.com

NSACA CONFERENCE Feb. 27-Mar. 1, 2003
15th Annual Conference, Salt Lake City, UT
Contact: www.nsacaConference.com, 800-606-0061

Let us know about YOUR SAC conference!

In the next issue...

Computer Use in After-School Programs

An informal survey looks at whether and how after-school programs work with computers.

Multiple Intelligences and After-School Environments

A new book from School-Age NOTES addresses how to build a program around the different learning styles of children.

What Are You Worth?

An Unofficial Look at SAC Wages

A recent SAC-L listserv discussion about average SAC wages resulted from an initial inquiry about what programs were paying their staff. While the responses were by no means extensive or necessarily representative of programs nationwide, some of the comments may be helpful as program directors and boards struggle with this issue.

The range of hourly rates paid to after-school staff as reported by respondents ranged from $7.95 to $18. The lower ranges cover the less trained staff, assistant teachers, etc., while the higher rates are paid to head teachers, site directors, and degreed staff. But as one person pointed out, it all depends on where you are in the country. For example, one school-related program pays its Site Directors $35,000 per year for a 223-day contract. In Tennessee, that would be considered great pay. In Washington state, where this program is located, that may be average.

Addressing the cost of living in a particular area really drives the decision on appropriate pay. One respondent remarked, "People should be paid enough money to be able to afford basic necessities (housing, food, and transportation). As a matter of policy, we should really try to begin at the living wage and work from there, wherever possible." Being able to both attract and retain employees who are well trained and love doing this work is also key. Another respondent said, "A good starting point might be to double the minimum wage of your state and work up from that point. This would hopefully attract those individuals who wanted to have a vested interest in our program and would minimize staff turnover and maximize your ability to grow a professional staff."

In determining how to set fair wages, especially in situations where people have less training and fewer expectations, it was suggested that the policy be to "...evaluate the job you're asking people to do. Use the NSACA standards to evaluate the job, train the people you have for the job (however many years they have been doing the job), and compensate those that do the job for what they do. And gradually (positively, patiently) raise expectations, instruction and coaching for the others until they perform to the higher standards or choose to leave. Then you will see your students growing and know why after-school staffs deserve a living wage."

School-Age NOTES

SEND TO: P.O. Box 40205 • Nashville, TN 37204 • 615-279-0700

Yes, sign me up for: ❑ New Subscription ❑ Renewal

❑ 1 year $26.95 | ❑ Canada $29.95 U.S. Funds | ❑ Foreign $31.95 U.S. Funds
❑ 2 years $49.95 | ❑ 2 years $55.95 U.S. Funds | ❑ 2 years $59.95 U.S. Funds

Payment (must be included): ❑ Check or money order ❑ VISA ❑ Master Card

Card #: _____ Exp. Date: _____

Name _____

Program Name _____

Address _____

City / State / Zip _____

School-Age NOTES
PO Box 40205
Nashville, TN 37204-0205

ADDRESS SERVICE REQUESTED

PERIODICALS

September 2002

*****AUTO**MIXED AADC 370 62 1 100
00317611 COMP
CHARIS BACHELLER
ERIC/EECE ACQUISITIONS
51 GERTY DR
CHAMPAIGN IL 61820-7469

RESOURCES

Art & Literacy Workshops

In September and October, Discount School Supply is sponsoring 3-hour workshops on Art, Literacy & Learning in several locations throughout 10 states. The workshops are designed to help caregivers with all age groups, including school-age, learn how to link art activities with literacy and experiment with art materials that develop emerging literacy skills.

Workshop fee is $25 and pre-registration is required.

If you live in Alabama, Arizona, California, Florida, Georgia, Massachusetts, Minnesota, Nevada, Ohio, or Texas, you can contact Kathi Shane at 800-836-9515, ext. 2615 or email workshops@discountschoolsupply.com for specific dates, locations and registration.

New Books for Fall

The School-Age NOTES Fall 2002 *After-School Catalog* will be out soon. Here's a preview of just a few of the new books we've added to our inventory:

101 Music Games for Children

Children develop personal, social, and creative skills with non-competitive games that encourage listening, concentration, trust building, self-expression and improvisation. Doesn't require any great musical skill or expensive musical instruments. A tape player or CD player with favorite music, or simple rhythm or homemade instruments, plus the human voice are all that is needed. 146 pages. **$12.95** (Subscriber price: **$11.95**)

101 Dance Games for Children

Movement activities that encourage creativity, socialization and individual expression. Children are taught to explore how their bodies move with a variety of activities and games that can be done with one, two or a whole group of people in a non-competitive atmosphere. There are dances for working with new groups, cooperation dances, hand dances, dancing with props, sound and dance games, story dances, party dances, plus how to create your own dance games. 146 pages. **$12.95** (Subscriber price: **$11.95**)

Kids Around The World Create!

Multicultural arts and crafts projects that are easy and offer a glimpse into cultures not often covered in other multicultural resources. In addition to the crafts projects, background material is offered on the country where the craft comes from. Children can use a cardboard loom to make a Guatemalan design or carve an Inuit animal sculpture. Make Tibetan prayer flags or Maori Hei Tiki pendants. 116 pages. **$12.95** (Subscriber price: **$11.95**)

AND...

The classic **Mudworks** is now available in a Spanish/English bilingual version! **$14.95** (Subscriber price: **$12.95**) *(Check the catalog or call 800-410-8780 for shipping/handling charges.)*

Volume XXIII #2 The Newsletter for After-School and School-Age Care Professionals October 2002

School-Age NOTES

ISSN0278-3126 © 2002 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Art for All Kinds of Smarts

A Multiple Intelligence Approach

by David Whitaker

Regardless of your school-age program setting, you have a wonderful opportunity to teach children and youth how smart they are. While a school day may emphasize reading, writing, and 'rithmetic, out-of-school-time is a chance for kids to build their confidence that they are smart, no matter what area it may be in.

In 1983, Dr. Howard Gardner, a professor of education at Harvard University, proposed the theory of multiple intelligences. He saw intelligence as much more than what we typically associate with I.Q. tests and set out to define what characterizes intelligence. His much broader definition of intelligence is very applicable to how an after-school program structures its environment. For example, let's take a glimpse at how an art area has been set up with all children in mind:

Luisa has a gift for words, meaning she possesses *linguistic intelligence*. She enjoys using the variety of paper, writing instruments, and materials like yarn and staples to make her own books.

Max, who is strong in *logical/mathematical intelligence*, is particularly good with numbers. He loves using the rulers and protractors and graph paper for measuring and drawing more technically accurate sketches.

Stephon, who has *spatial intelligence*, is particularly strong at creating. Obviously he thrives in the art area. He likes a variety of materials such as paper of all kinds of colors and textures to items like macaroni, beads, and "junk art" like styrofoam trays and cardboard boxes. He appreciates how well stocked the area is.

Body/kinesthetic intelligence is commonly found in children like ***Becca*** who are physically inclined. She is especially drawn to items that have different textures and materials that let her really use her hands. Her favorite activity in the art area is using any kind of clay or dough.

Mario, who has *musical intelligence*, likes to make his own musical instruments. He uses various toilet paper rolls, paper towel rolls, and other tube-shaped items to make his own horns. He also likes making his own percussion instruments. For example, he staples two paper plates together and stuffs beans inside to make a tambourine-like instrument.

Interpersonal intelligence is a strength in kids like ***Ian*** and ***Ida***, who enjoy being around other people. They like to work with others on larger group projects. Ian and his friends are using cardboard, various-sized lids, markers, and glue to make a life-sized robot. Ida and her friends are creating a group mural with a large piece of paper and crayons.

On the flip side, a child like ***Ira*** is high in *intrapersonal intelligence*. He prefers to work by himself. He spends much longer than the average child on his projects and likes that he isn't forced to move to another activity if he's actively involved in what he's doing.

Nayah, whose *naturalist intelligence* leads her to be interested in all-things nature, relishes the chance to use "outdoor" materials. She enjoys making collages with rocks, feathers, leaves, twigs, and other natural materials.

(Continued on page 2)

INSIDE

Computer Use 2
Communication Keys . . . 3
November Activities . . . 4-5
Food Program 6
New Activities Writers . . . 7

Editor's Commentary:

New Flying Rules

Standing = $50,000 Fine

Over the next few months many people will be flying to New York City for the November early childhood conference (www.naeyc.org); to Salt Lake City for the February national after-school conference (www.nsaca.org); or flying during upcoming holidays. Innocent behaviors and remarks could land you in big trouble.

Since the heightened airport and airline security because of the 9/11 attacks, it has become much easier for the average, law-abiding citizen to get hauled off in handcuffs.

Flying into Washington, D.C. a Nashville political commentator related that he was stunned to observe a passenger tackled by skymarshals. Apparently the man absent-mindedly violated the "no-standing-or-getting-out-of-your-seat - within-30-minutes-of-landing-in - D.C." rule. The flight was delayed four hours while the FBI boarded the plane to investigate. The passenger's credentials were photocopied, he was issued a $50,000 fine and taken off the flight to board a later flight.

The media recently reported an incident of an 80-year-old W.W.II veteran who was taken aside for a luggage search. He was patted down several

(Continued on page 7)

Printed on Recycled Paper

Art for All Kinds...

(Continued from front page)

These are just some examples of how you can meet all children's intelligences in one area. Any of the traditional areas or centers like building, drama, music, reading, quiet, or games can be equipped to satisfy the intelligences of all children. You can also create less common areas like carpentry, model building, dolls, prop boxes, or a collection area to satisfy different children's needs.

Understanding multiple intelligences and their implications in the after-school environment is the secret to unlocking all children's hidden smarts. Not everybody has the brains for writing, reading, or 'rithmetic. In fact, most kids won't shine in those areas. A program that keeps all children in mind recognizes that some kids' brains are wired for art, music, sports, people, self-awareness, or nature.

David Whitaker has worked in child care since 1987 as lead teacher, program coordinator, trainer and consultant. He is the founder of Toolbox Training, a provider of resources, training, and consulting geared to school-age programs. You can find out more about his work at:

www.toolboxonline.bigstep.com

Contact David at: Toolbox Training, P.O. Box 25565, Kansas City, MO 64119 or call (816) 455-0729 or email at: toolbox_training@yahoo.com

New Book!

Want to know more about how to set up your after-school program to promote multiple intelligences? David Whitaker's book *Multiple Intelligences and After School Environments: Keeping All Children in Mind*, a new publication from School-Age NOTES is now available. Order now for $16.95 or $14.95 for subscribers plus $4.95 shipping/handling.

Computer Use In After-School

In early June, School-Age NOTES posted a request for information on both the SAC-L listserv and the PPAS listserv to determine the extent to which after-school programs have computers and allow children access to the computers during program hours. We received a variety of responses although there were a few consistent trends across many of the programs who responded. We'll share those responses here, with the caveat that the generalizations don't necessarily represent the broad range of programs that exist.

Of the respondents, all but one reported that they do use computers to some extent in the after-school programs (we'll address the lone holdout later in this article). Most of the programs had limited times that the children could access the computer and most were reluctant to specify that the children were playing "games" in the purely recreational sense. The programs reported that most of the software children were allowed to use was educational software and that even the games had a learning aspect to them – notably such games as *Sim City*, *Oregon Trail*, and *Where in the World is Carmen Sandiego?* Strategy games that develop logical, analytical thinking seemed to be the preferred "games." However some programs reported that after the children used computers for specific projects or homework, they were sometimes allowed to access approved game-based websites to play games there.

Homework Help

Most of the respondents indicated that computer use was primarily for homework, special projects, and enrichment activities. Only one respondent indicated that children had somewhat unlimited use of the computers (and that could have been a misinterpretation on our part).

The programs typically had computer access for all the children enrolled, from kindergarten through eighth grade, though the trend was toward the older middle school kids having access.

The majority of programs reported having access to the Internet. One program mentioned specifically that Internet use is based on parent permission, with a list of safe websites the children can access. We can only assume that all programs with Internet access have permission from the parents for their children to get online. Only one program mentioned specifically that a staff person monitors Internet use and guides where the children go online, and we would hope that this is standard procedure for all programs.

21st CCLC Funding

From these responses it appears that the focus of 21st CCLC grants is toward developing technology for academic improvement in after-school programs. So those programs who are funded through the 21st CCLC program reported the purchase of computers, Internet access and educational software. The Mott Foundation also offers financial resources for technical assistance in after-school programs and the AfterSchool Alliance has conducted studies that report on the use of computers in those programs.

We heard from one program that is specifically geared toward learning

(Continued on page 3)

School-Age NOTES

Subscriptions: $26.95/12 issues

Send Inquiries To: School-Age NOTES
P.O. Box 40205, Nashville, TN 37204
615-279-0700, (Tollfree) 1-800-410-8780
(FAX) 615-279-0800

Editor/Publisher: Richard T. Scofield
Managing Editor: Joyce Jackson
Office Manager: Mary-Helen Marigza

SCHOOL-AGE NOTES (ISSN 0278-3126) is published monthly for $26.95 per year by School-Age NOTES, Inc., 2809 Azalea Pl., Nashville, TN 37204. Periodicals Postage Paid at Nashville TN. **POSTMASTER:** Send address changes to School-Age NOTES, P.O. Box 40205, Nashville TN 37204-0205.

© 2002 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.schoolagenotes.com
Printed on Recycled Paper

9 Keys to Communicating Effectively with Children

Editor's Note: This article is excerpted from the book **Please Don't Sit on the Kids: Alternatives to Punitive Discipline** *by Clare Cherry. This book is one of our "Books We Still Love Even Though...we don't sell many of them" as featured on page 36 of our Fall After-School Catalog. Although the book was originally published in 1983 and the author is deceased, this is still one of the best books on discipline we've seen. In addition to the communication tips below, Cherry offers "The Magic List" an approach to what she terms "nondiscipline discipline" aimed at keeping adults and children ages 3 and older calm and behaving appropriately in a group setting.*

1. Always be sure you have the attention of the child or children to whom you are speaking.

2. Say exactly what you mean, using words that are appropriate to the age and understanding of the child. Enunciate clearly.

3. Speak slowly and with patience. Modulate your voice so that it is low and gentle.

4. Solicit verbal feedback and look for nonverbal feedback. Don't go on until you're sure that what you said was comprehended.

5. Listen to what children say to you. If you don't understand them, help them to clarify it for you by repeating or rephrasing what they said. Don't rush them. Give encouragement. Reserve your response until you're sure you understand their intent.

6. Don't be judgmental. Don't base your response on predetermined conclusions, but rather on what is said to you at the time.

7. Touching is an important form of communication, especially with children. A gentle touch while you are speaking adds emphasis and improves children's ability to recall what you say.

8. Other types of nonverbal messages are also important, since nonverbal messages make up 93 percent of all communication between humans. Your demeanor and expressions should match your words so that you don't give conflicting messages. Nod. Smile. Lean toward the child slightly. Look directly into his or her face. Attend — don't let your attention wander.

9. Always speak to children as though they were your guests. That way, you just can't go wrong.

Please Don't Sit on the Kids *is available from School-Age NOTES for $15.95 or $14.95 for subscribers plus $4.95 shipping/handling. Call our tollfree number 800-410-8780 or 615-279-0700 to place a credit card order or mail your check to P.O. Box 40205, Nashville TN 37204 or go online at www.AfterSchoolCatalog.com.*

Computers...

(Continued from page 2)

computer technology. Lawrence Stackpoole told us about KLICK! (Kids Learning In Computer Klubhouses) where students in grades six through 11 engage in hands-on learning of several types of computer applications. He said, "The kids seldom have time [to play games] given the demands of the activities like robotics, web page development and video production." Stackpoole reported that one project last fall was the development of websites for candidates in a local election.

Computer-Free Program

Finally we heard from the one dissenting voice (although we're sure there are more like him out there) who discontinued the use of computers in his program. Mike Mrowicki of the Putney Open Doors Program in Putney Vermont reported that when they had computers in the after-school program, kids "wanted to 'plug themselves in' ASAP. Kids were getting sucked into games – even 'educational' games."

He reported that kids are allowed to use library computers for homework but that in the after-school room, "we want person to person interaction." Although the children initially complained, after getting them involved in board games such as chess and Stratego, they stopped complaining and "there's some interaction beyond just sitting in front of a monitor."

In future issues SAN hopes to report on other aspects of using computers in after-school programs. While programs still struggle with making decisions on the focus of their programs – whether to be more academically focused or be a place for learning through non-academic activities – the issues concerning computers will have to be faced.

Who knows more?

If you use computers in your program - who's teaching who? A study from the National School Boards Foundation found that in many cases, students are more proficient with the computers than teachers. The report showed that 55% of school districts report that students provide technical support and in 43% of districts students serve as troubleshooters. Students also aided in technical maintenance, set-up and wiring.

Prolonged Computer Exposure Risks

While considering whether to incorporate computers into your school-age program, consider this study out of the Binocular Vision Clinic at the University of California at Berkeley. As reported in *USA Weekend* (May 31, 2002), the study showed that "Kids who stare at computer screens for long hours are at higher risk for developing focusing and eye coordination problems." The point of no return seemed to be 3 hours of constant computer use. Less time in front of the computer didn't appear to cause a problem.

© 2002 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.schoolagenotes.com
Printed on Recycled Paper

Giving Thanks

Since Thanksgiving is in November, celebrate all month long with a weekly "Giving Thanks" activity. Have materials on hand for children to make cards or stationery that they can use to write thank you notes to people in their lives who have helped them or inspired them in some way. Encourage the children to focus on the intangible gifts we receive from other people in our everyday lives. Letters could go to parents or other relatives, coaches, teachers, camp counselors, etc. or to community service providers like police officers or fire fighters. Keep stamps on hand to mail cards and letters.

November Holidays

In addition to Thanksgiving there are a number of holidays that are observed in November:

November 4: Diwali (India) – this holiday comes from Hindu religious traditions and is essentially a New Year celebration. Families clean and scrub their homes and prepare special "sweet treats." Known as the "Festival of Lights" because families light small clay oil lamps called *dipas* and put them in every window of their homes. Read the book *Here Comes Diwali: The Festival of Lights* by Meenal Pandya.

November 6: Ramadan – Begins the 30-day period of fasting for Muslims all over the world. To "fast" means to abstain from food and drink, in this case from dawn until sunset. The fast applies only to adult Muslims, but children join in the other festivities that are observed during Ramadan. If any of the children in your program are Muslim, invite a relative to explain more about this period of fasting and other Islamic traditions.

November 30: Hanukkah – Also called the Festival of Lights. This is one of the most important Jewish holidays, dating back 2,400 years. Find out why this is such an important holiday and what it celebrates. Read *Moishe's Miracle: a Hanukkah Story*.

For more on all of these holidays and others check out the web site **WebHolidays.com**.

Veteran's Day

Celebrated each year on November 11, Veteran's Day is set aside to thank and honor all those who have served honorably in the military. Plan an activity that recognizes veterans for their service and acknowledges that their contributions to our national security are appreciated.

Holiday Head Start

With gift-giving season around the corner, get a head start on holiday gift making. Plan all month long to work on craft activities in which the children make gifts for family and friends or to sell at a winter craft sale. Here are some ideas for crafts:

Cinnamon-Applesauce Dough

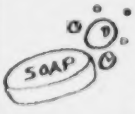
These look like gingerbread and smell good too, but are purely for decoration. To make the dough, mix together 10 tablespoons of applesauce with 4 oz. of ground cinnamon. Roll flat (about 1/4 inch thick) and cut with cookie cutters. Dust rolling pin with cinnamon and work area to prevent sticking. Remember to make ornaments no larger than 4 inches or they may break. Air dry for several days or bake in 200° oven. After drying, decorate with puffy paint for a realistic frosted look.

2003 Calendar

Have the kids work on artwork to decorate a calendar for the year 2003. Many computer programs and web links will allow you to print a plain calendar, or simply draw your own. Fill in important days like holidays, birthdays and school vacations. Add a drawing for each month and bind the calendar at the top with a plastic spiral. This makes a great gift for classroom teachers and other adults who partner with your program.

Homemade Guest Soaps

Using a cheese grater, have the children grate bars of soap. (A food processor also works well and saves time.) Divide the soap into individual portions and add a small spoonful of water to the grated soap and mix until well blended. Knead with your hands until the mixture is the texture of dough. Mold into shapes and let dry overnight on wax paper. To add color, add a few drops of food color to the water before mixing. To add different scents, use essential oils or extracts and add a few drops to the soap dough.



Painted Pots

Visit your local garden center to see if they have clay pots they can donate, or ask parents for donations. Paint the pots with decorative paints and spray with a protective coat of shellac. Wrap with an envelope of seeds or plant a small plant in the pot for a living gift.

Byline...

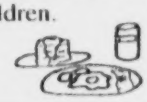
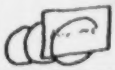
This month's **Activities** and **Ideas Corner** pages were written by *Cara Gordon-Gillis* of Boston, MA. Illustrations by *Julie Sorensen* of Londonderry, NH. "Nature Crafts" activities on page 5 contributed by Pam Russo of Attleboro MA.

40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

© 2002 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.schoolagenotes.com
Printed on Recycled Paper

NOVEMBER IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
GOOD NUTRITION	November is *Good Nutrition Month*. Invite a nutritionist to the program to talk about healthy eating habits.	Take a trip to a local farmer's market or even the produce section of the grocery. Pick out fruits or vegetables for cooking projects. Find a new vegetable to try out.	For a cooking project have children learn how to make grilled cheese sandwiches, scrambled eggs or vegetarian lasagna as healthy alternatives to sugary snacks.	*Breakfast Party* – Invite parents and school staff before school to have a nutritious breakfast with the children. 	Find an old food pyramid from when you were a kid and compare to the new food pyramid. Discuss what was considered healthy then and now and why it changed.
CHILDREN'S BOOK WEEK	Contact the local public library to learn about any special events or activities that are planned to celebrate *Children's Book Week*.	Set a goal for every child in the program to have their own library card. Ask the children's librarian to the program to have a "How to Use the Library" workshop.	Have story time with books related to the November holidays. See page 4 for two book titles. Also include *Magid Fasts for Ramadan* and books about Thanksgiving.	Host a children's "book swap." Have children bring in books they have already read to trade with other children. (Be sure to get parental permission.)	Children create their own comic books. Provide copies of blank pages with comic strip frames. Have comic books available for inspiration.
AVIATION MONTH	November is *Aviation Month*. Offer flight-related activities. Start by taking a poll of how many children have been on an airplane. Who has flown the farthest?	Plan a field trip to the local airport. Learn about the different careers in aviation and about air traffic control.	Get a copy of *The World Record Paper Airplane Book*. It has easy-to-follow instructions for many types of planes plus fancy paper for colorful creations.	Have a Paper Airplane Rally. Let the children create paper airplanes. Have contests and challenges with categories like distance, target accuracy, stunt flying, etc.	Make a windsock. Use thin, plastic tablecloth material stapled to a ring of card stock. Plastic streamers can be attached with a glue stick. Decorate with permanent markers.
PEANUT BUTTER LOVERS MONTH	Make homemade peanut butter by blending 1 C. roasted peanuts with 1 1/2 tsp. peanut oil and 1/4 tsp salt. Blend until mixture is spreadable. Serve with bread or crackers.	Bake peanut butter cookies. Let children bring in their favorite recipes. Bake several batches and vote on the favorite. Try adjusting recipes for the "perfect" cookie.	Peanut butter play dough: Mix 1 C smooth peanut butter, 1/2 C honey with 1 to 2 C nonfat dry milk. Add dry milk in 1/2 C amounts to get right consistency.	Make grilled peanut butter and jelly sandwiches. Toast both sides of a PBJ sandwich on a buttered griddle or skillet.	Especially for children who may have peanut allergies, try other nut butters like almond butter or hazelnut butter. Poll children to see which they like best.
DECORATE THE TABLE	*Placecard Holders:* Coil wire from the hardware store into a spiral and form a base to make it stand. Insert the place card into the spiral. 	*Fancy Candlesticks:* Cut off the tops of 2 liter soda bottles. Spray with metallic spray paint. Decorate with glitter, puffy paint, ribbons, etc. Insert a tapered candle in the spout.	*Banquet Mural:* Lay white butcher paper on a long table. Trace the outline of plates, silverware, and napkins. Let children draw their favorite meals on the plates.		
NATURE CRAFTS	Create a twig box by finding the same size twigs and gluing them one on top of the other around a cardboard square cut to the size you want the box to be.	Create a nature collage by collecting seeds, dried weeds, leaves, grass, etc. and arranging on contact paper.	Find a small strong V-shaped branch. Tie and wrap elastic string tightly around both sides of the V. Weave feathers, leaves, seed pods, dry flower, etc. in and out of the string.		

Is Your Copy Legal?

If you are reading a photocopy of this page without a permission statement, it has been illegally copied. Many people do not realize that copyrighted material (often indicated by ©) is not to be reproduced for distribution such as to other sites on a monthly basis without permission. (Permission is not needed for one-time, non-resale use such as a workshop.)

School-Age NOTES provides discounts for group subscriptions to accommodate multiple site programs. For more information call 800-410-8780 or 615-279-0700.

Washington Notes

by Charles Pekow

Charles Pekow is the Washington correspondent for SAN. This report is written exclusively for SAN readers.

More Congressional Funding

Hundreds of millions of dollars more will be devolving your way from Congress to keep kids away from gangs, drugs and other trouble. The Senate Appropriations Committee (SAC) approved an FY 03 appropriation bill for the Department of Justice (S. 2003) with the standard mishmash of formula and competitive grants.

The bill earmarks $80 million for Boys & Girls Clubs and $249.45 million for the Juvenile Assistance Incentive Block Grant that states can use to address juvenile crime. It also includes the following funding for the Office of Juvenile Justice& Delinquency Prevention (OJJDP):

- $7.112 million for OJJDP
- $88.8 million for Formula Grants to states.
- $58.513 million (much already earmarked) for OJJDP to distribute.
- $12 million for Youth Gangs grants to non-profits.
- $10 million in State Challenge grants – bonuses of up to 10% of states' Formula Grant total if they address all possible areas of need.
- $16 million for the Juvenile Mentoring Program (JUMP) to find long-term mentors to youth in high-crime areas. Big Brothers/Big Sisters gets $5 million of the total.
- $95 million for the At-Risk Children's Program of grants to communities for delinquency prevention.
- $12.5 million for the Tribal Youth Program, including school-age prevention programs.

AmeriCorps

AmeriCorps will likely provide more opportunities to put volunteers in school-age programs next year. The SAC approved a funding bill for the Corp. for National & Community Service (S. 2081) that would boost the agency's funding by $114.362 million to $515.342 million for FY 03. The total still comes to $116 million below what President George W. Bush had requested, however.

State and national AmeriCorps grantees would get $296.342 million for volunteer programs, an increase of $49.85 million from FY 02 but $112.925 million below Bush's budget. Innovation, Demonstration and Assistance programs would get a $32.5 million funding boost to $68 million, while $10 million would go to start new national programs.

Don't participate in AmeriCorps? You've still got a swing at it. The budget includes $33 million for Challenge Grants available to other non-profits. But you'll have to provide half of project funds with non-federal sources. Learn & Serve America grantees would get $47 million.

The same bill also provides a potentially significant source of construction money for after-school facilities, especially Boys & Girls Clubs, on top of that provided in the Department of Justice appropriations bill.

The Community Development Block Grant would get $4.6102 billion and the Economic Development Initiative $140 million. If you'd like to see part of your share used to build a facility for you, contact your community officials in charge. The lucky few with earmarks include the Hall Neighborhood House in Bridgeport Connecticut and the Boys & Girls Club of Santa Fe, NM. Each would get $300,000 to build a center. The Boys & Girls Clubs of Hawaii would get the same sized grant.

The Girl Scouts of the USA would get $2 million for projects in public housing and Boys & Girls Clubs in public and Indian Housing get another $2 million.

Food Program Available to Many

Many after-school programs may be eligible for federal funds to provide snacks and/or meals to the children in their care and not realize it. According to the Food Research & Action Center (FRAC) programs providing child care and enrichment or even once a week mentoring/tutoring programs can possibly qualify for the Child and Adult Care Food program (CACFP) or the National School Lunch Program (NSLP).

Already over 20,000 after-school programs participate in these programs, which is a substantial growth since 1998. However, even with a change in eligibility rules and decrease in paperwork, CACFP and NSLP still do not reach all eligible programs.

Schools, local government agencies and private non-profit organizations are all eligible to participate in CACFP, which reimburses for snacks and in some cases meals, including dinner. School-sponsored after-school programs have the additional option of getting snacks through NSLP. A school-sponsored after-school program can be operated by another organization such as the YMCA and does not have to be held on school grounds. Unless required by state law, after-school programs do not have to be licensed to participate. Instead, they only need to meet state and local health and safety standards.

Usually, after-school programs that partcipate in CACFP or NSLP are either located in a low-income area, where 50 percent or more of the children in the school serving the area are eligible for free or reduced-price school meals, or serve a large number of low-income children. However, programs can participate for those children who qualify individually for NSLP, regardless of whether the program is in a low-income area or not.

Faith-Based and For-Profit Programs Included

The bottom line is don't assume your program doesn't qualify until you've checked your state nutrition guidelines. Even faith-based organizations or for-profit groups with after-school programs may qualify for the federal money under certain circumstances.

To find out more about how to determine if your program qualifies for these federal funds, contact your state child nutrition agency concerning participation in CACFP or your school food service department for information on NSLP. More information on both programs as well as a complete list of the state child nutrition agencies are available on the Building Blocks section of the FRAC website, www.frac.org.

© 2002 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.schoolagenotes.com
Printed on Recycled Paper

New Activities Writers

School-Age NOTES welcomes four new writers who will provide the activities for pages 4-5 each month.

In addition to our current writers, June Elsbury, Cara Gordon-Gillis, and Alycia Orcena, we have added:

Stacy Hill, Seattle, WA – Stacy is the Community Program Supervisor at the Northshore YMCA in Woodinville WA where she works with 30 kindergarten through 6th grade school-agers. In addition she has also worked as a counselor at the Redmond Boys and Girls Club in Woodinville.

Debra Riek, York Haven, PA – Debra is the Director of School-Age Services at the YWCA of York PA. where she supervises 15 staff and develops the curriculum for the before-and-after-school program. She's also served as the director of Youth and Community Center at The Open Door in Pittsburgh and has worked as an elementary school teacher.

Pamela Russo, Attleboro, MA – Pamela is the School-Age and Youth Services Specialist at Childspan, Children's Friend and Service in Pawtucket RI. She has worked with school-age children in Medfield MA, as well as at the YMCAs of Framingham MA and West Roxbury, MA.

David L. Whitaker, Kansas City, MO – David has worked in child care since 1987 as lead teacher, program coordinator, trainer and consultant. He is the author of two books published by School-age NOTES, *Games, Games, Games: Creating Hundreds of Group Games & Sports* and the newly released *Multiple Intelligences & After-School Environments*. And he's a new father!

We look forward to working with these writers as they begin contributing more new and exciting activities for our readers.

Flying...

(Continued from front page)

times and forced to take off his shoes. They asked for his wallet and searched through it. He commented, "What do you expect to find in there, a rifle?" He was immediately handcuffed, hauled through the terminal by police to a holding cell, fingerprinted, mug shot taken, read his rights, given one phone call to his lawyer and fined for "creating a public disturbance." It is happening; I have seen people in airports being led away in handcuffs.

In another media report earlier this year the pilot of a flight in apparent frustration at the exhaustive searches many flight crew members get singled out for (which I have also observed), said something to the effect of, "I'm the pilot. If I wanted to do something I could just crash the plane." He was handcuffed and hauled off.

So if you are flying, listen to the new rules. (Although I spoke to an airlines and NYC's Kennedy Airport security, I was unable to confirm whether the "30-minute-to-landing-no standing" rule was still in effect for New York airports.) No matter how frustrated you are going through security or how witty you think your sarcasm is, keep it to yourself, do what they say and be as cooperative as possible. On different flights I have had the "personal" pat down and luggage and wallet search and my 89-year-old invalid, uncomprehending, wheelchair-bound father had the same. It's not personal. Even former Vice-President Al Gore had to take his shoes off and be "wanded."

Remember all flights now have a policy of no standing in line and no loitering by the toilet at the front near the cockpit.

With all the waiting around at the gate don't slip up and ask anyone to watch your luggage even for a second. You know you aren't dangerous, they don't. It can cause an airport terminal to be evacuated as I almost did in Connecticut. Fortunately the state police who had been called didn't come and I was allowed on my flight at the last minute.

Take a book and do arrive two hours early, even earlier in New York the Sunday after the NAEYC conference. Pack toiletries in clear plastic zip-lock bags. Do the same with loose change in pockets. Before going through security I put my bag of change, keys, Palm Pilot, cell phone, pens, watch, wallet and belt buckle in my carry on luggage. When following that procedure, I have yet to be pulled aside for the wanding and shoe inspection.

Just like with children, if you act fearful or anxious it creates fear and anxiety. If you act anxious when stopped at security (perhaps you are afraid of missing your flight), security will get anxious and fearful about you and delay you even longer. So remain calm and maybe you'll get to your destination on schedule.

SAC CONFERENCES

SOUTH DAKOTA October 11-12, 2002
3rd Annual SoDakSACA Conference, Mitchell
Contact: Jan Strange, 605-692-8066, gapost@brookings.net

NEW YORK October 14, 2002
NYSSACC Upstate SAC Conference, Albany
Contact: CarolD@cccwny.org

MISSOURI October 18-20, 2002
MOSAC2 Conference, St. Louis
Contact: Laurie S. McTearnen, 314-962-9450, ext. 234, lmctearnen@ymcastlouis.org, www.mosac2.org

NEW HAMPSHIRE October 25, 2002
Annual School-Age Conference, New Bedford
Contact: Terri Warren, 800-432-5851, twarren@plustime.org

CONNECTICUT November 2, 2002
12th Annual SAC Conference, Meriden
Contact: Monica Whalen, 860-231-9321, monicambw@aol.com

VIRGINIA November 1-2, 2002
VASACC Conference, Virginia Beach
Contact: Barb Lito, 757-597-2900

FLORIDA November 7-9, 2002
FSACCC Conference, Palm Beach Gardens
Contact: Jenn Faber, 941-489-4386, www.fsaccc.org

NORTH CAROLINA November 7-9, 2002
13th Annual NCSAC Conference, Greensboro
Contact: Sandy Hall, 252-459-9810

NEW JERSEY November 15-16, 2002
New Jersey SAC Annual Conference
Contact: sac@njsacc.com

MINNESOTA February 7-8, 2003
16th Annual MNSACA Conference, St. Paul
Contact: Shannon Pfarr-Thompson, 651-290-6277, www.mnsaca.org

NSACA CONFERENCE Feb. 27-Mar 1, 2003
15th Annual Conference, Salt Lake City, UT
Contact: www.nasacaConference.com, 800-606-0061

Let us know about YOUR SAC conference!

© 2002 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.schoolagenotes.com
Printed on Recycled Paper

School-Age NOTES
PO Box 40205
Nashville, TN 37204-0205

ADDRESS SERVICE REQUESTED

PERIODICALS

October 2002

*****AUTO**MIXED AADC 370 93 1 94
00317611 COMP
CHARIS BACHELLER
ERIC/EECE ACQUISITIONS
51 GERTY DR
CHAMPAIGN IL 61820-7469

RESOURCES

Children, Youth, & Gun Violence

The David and Lucile Packard Foundation has released the latest *The Future of Children* journal which is available free to any who request it.

The Summer/Fall 2002 issue of the journal is titled *Children, Youth, and Gun Violence*, and features a series of articles on all the issues related to children and guns, including statistics, prevention policies and recommendations, and more.

The *Future of Children* journals have been published since 1991. All journals and related materials can be found at **www.futureofchildren.org** or free copies of the journal and executive summary can be ordered by writing to: The Future of Children Distribution Center, P.O. Box 8, Williamsport PA 17703-9911, by emailing to circulation@futureofchildren.org, or by faxing to 570-322-2063.

Literacy Partners Program

Scholastic, Inc. has developed a program called "Literacy Partners," which offers eligible organizations deep discounts on a wide range of quality children's paperback and board books. Average prices are less than $2 per book plus there are free bonus books for every $150 spent and free shipping and handling. All public and private nonprofit and/or community-based organizations engaged in literacy initiatives can apply to this program.

Call 800-724-2222 for a "Literacy Partners Information Packet" or register on line at www.scholastic.com/literacypartners.

Resource Catalogs

The Health Connection - Offers a variety of materials for tobacco, drug and health education. Materials are available for all ages from Pre-K through adult. Materials include posters, displays, videos, puppets, pamphlets, models, games, and CD-Roms.

To request a catalog call 800-548-8700 or go to their website at www.healthconnection.org.

Positive Youth Development - the Channing Bete Company offers materials for community and family based initiatives in youth development. Two of their programs are Communities That Care®, a prevention planning system for communities that provides technical assistance, training and consulting services, and PATHS®, a bullying prevention and emotional development curriculum for grades K-6. To request a catalog call 877-896-8532 or visit their website at www.channing-bete.com.

Volume XXIII #3 The Newsletter for After-School and School-Age Care Professionals November 2002

School-Age NOTES

ISSN0278-3126 © 2002 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Teasing & Bullying in After-School Programs

by Robin D'Antona, NIOST

William has been refusing to go to his after-school program for over a month. Each day it is a battle for his mom to get him to go. He has a wide variety of tactics ranging from complaining of headaches to flat out refusal to go. Although his mother has asked him why he does not like the after-school program, his standard reply is that the kids are mean to him. William, a 3rd grader appears to have lots of friends at school and as many in the after-school program. But at this point his mother is at a loss to understand and is at the end of her patience. As a working mom she does not have a choice– she needs the after-school child care program. After some investigation, she discovered that despite his popularity, William was a target of bullying in the program. Although the stereotype of a victim is one who is weak or is different in some way, the fact is that just about any child can be the target of bullying.

Since a significant number of children attend out-of-school time programs, ...the school-age practitioner has a responsibility to address this issue [of bullying].

Not Just in Schools

Bullying is an issue that has been the focus of national discussion because of the recent instances of violence in the schools. Fortunately, the notion that bullying can be a precursor to more violent behavior is one that has become more widely accepted as the national consciousness of the seriousness of teasing and bullying is raised. Schools across the nation have become proactive and adopted programs to deal with this problem before it leads to violence.

Most school districts do not include the school-age practitioner in any program for bully prevention.

Since a significant number of children attend out-of-school time programs, it makes sense that the school-age practitioner has a responsibility to address this issue as well. Most school districts do not include the school-age practitioner in any program for bully prevention. Yet the child can spend as much as 25 hours per week during the school year and 55 hours per week during school vacation weeks in an out-of-school program. Clearly that significant amount of time presents an opportunity to deal with the problem of teasing and bullying in this very unique and resourceful arena.

A Systemic Approach

Handling this problem is much more than simply dealing with the bully and the victim. School-age practitioners need to take a systemic approach to solve this problem. These are some basic steps to a comprehensive approach to help you deal with teasing and bullying in your program:

(Continued on page 2)

INSIDE

Drunk Parents 2
After-School Computers . 3
December Activities . . . 4-5
Writing Grants 6
Elections Fund Raiser . . .7

Older Kids

Chicago — Success

San Diego — 2003

New Airline Rules

The 9th Annual National Older Kids Conference held in Chicago in September was one of the best attended with 650 participants from aross the U.S. and Canada. Next year the 10th annual conference will be November 6-8, 2003 in San Diego, hosted by the California School-Age Consortium.

Airlines have changed stand-by and non-refundable ticket rules and other rules. Extra luggage can cost $40-$105 per bag. Flying stand-by with a non-refundable ticket will cost $100 on most airlines as of January 1. Paper tickets will cost $20-$25.

The greatest impact, particularly since many will be unaware of it, is that inexpensive, purchase in advance, non-refundable tickets will truly be non-refundable and not reusable. In the past a non-refundable ticket could be used toward the purchase of another ticket within one year of purchase or travel date along with a ticket change fee which at first was $25. That fee is now $100 and the changes, with most airlines, must be made by midnight of the day of the original flight.

(Continued on page 7)

PS 031374

Printed on Recycled Paper

Bullying...

(Continued from front page)

1. Train the staff in bullying prevention. They must recognize and understand the common definition of bullying. The most widely accepted definition is: "A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students" (Olweus 1991). Furthermore in bullying incidents there is an imbalance in strength or power. Bullying can be physical, verbal, direct or indirect.

2. Establish a center policy about bullying. Then develop common rules about bullying and be certain to involve the children in this part of the process. Talk about the definition of bullying as you create the rules. Once the rules have been written, post them in classrooms, bathrooms, buses and literally everywhere.

3. Evaluate your setting. Take a look around at all the places that children are minimally supervised and in unstructured activities. Then make all the necessary modifications in programming to ensure the children are either involved in an activity or under close supervision.

4. Communicate with parents to inform them of the new bully rules and to solicit their support.

5. Handle bullying incidents firmly and directly as they arise. The consequences should be consistent and the parents need to be involved. Don't neglect the role of the bystander. Talk to them about what they could have done to help prevent the incident.

6. Finally, keep a log or journal of your anti-bullying practices and interventions. This will give you a reflective basis to track your progress. Remember, in order to reduce bullying there must be a basic change in culture and attitudes.

This strategy has been adapted from a bullying prevention model developed by Dan Olweus and has been modified for the school-age program. By incorporating these steps into your program, children like William and all children will feel safe and secure and free from the childhood tyranny of bullying.

Robin D'Antona is Associate Director for The Project on Teasing and Bullying at the Wellesley Centers for Women at wellesley College, She also consults to and conducts training for school departments and parent groups, and co-facilitates the summer sessions about teasing and bullying at the Wellesley Centers for Women's Summer Training Institute. She serves as the Program Consultant to the Commonwealth of Massachusetts Bullying Prevention Project expansion schools.

The National Institute on Out-of-School Time, part of Wellesley College's Centers for Women, contributes an article to SAN every other month. NIOST can be contacted via their website at ***www.niost.org.***

See page 8 for resources on bullying prevention.

The Holidays and Drunk Parents

The holiday season is upon us and over the next couple of months there will be plenty of time for merry-making. However this presents a dilemma if a parent who has partied a little too much at the office Christmas or New Year's party arrives to pick up his or her child and appears to be intoxicated.

The issue of how to deal with inebriated parents was the subject of a SAC-L listserv discussion. We present here some of that discussion which offers sound guidelines on how to handle this delicate situation.

Lest we think that this couldn't really happen with an after-school program, here's one story that appeared in the discussion:

"This is serious business. About five years ago we had a parent who slightly smelled of alcohol but was not slurring and didn't seem intoxicated. The staff did not confront her and when she left the site she only got two blocks away before she got in a head-on collision with a teenage driver. Her daughter was in the hospital for several weeks with a broken femur. It was a very serious situation and one that was not the fault of staff but might have been prevented."

Legal Issues

"We had this happen a couple of years ago and I consulted a lawyer on what we should do. He indicated that we cannot stop the parent from taking the child. We can document the incident and if we have clear proof of the parents drinking, we can report them to child services."

This response provides basic guidelines: "When I ran SAC programs our staff were instructed to say:

* 'We are concerned that you may not be able to operate your car as well as you usually can;'

* 'We'd like to call someone to have them take you and your child home—perhaps someone else can pick up your car later.'

IF they refuse...last step is:

'We can't stop you from leaving, with your child but we are very concerned about your safety, and your child's. If you leave with your child I will call 911 right now, give them your license number and a description of your car, and tell them we believe the driver has been drinking and has a child in the car.'

At this point most people give in. People are generally angry initially, but

(Continued on page 7)

School-Age NOTES

Subscriptions: $26.95/12 issues

Send Inquiries To: School-Age NOTES
P.O. Box 40205, Nashville, TN 37204
615-279-0700, (Tollfree) 1-800-410-8780
(FAX) 615-279-0800

Editor/Publisher: Richard T. Scofield
Managing Editor: Joyce Jackson
Office Manager: Mary-Helen Marigza

SCHOOL-AGE NOTES (ISSN 0278-3126) is published monthly for $26.95 per year by School-Age NOTES, Inc., 2809 Azalea Pl., Nashville, TN 37204. Periodicals Postage Paid at Nashville TN. **POSTMASTER:** Send address changes to School-Age NOTES, P.O. Box 40205, Nashville TN 37204-0205.

© 2002 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.schoolagenotes.com
Printed on Recycled Paper

Computer Use Models for After-School Programs

by Bill Pabst and Carol Benesh

Authors' note: *This article was developed from an on-going evaluative research study of a Missouri 4-H program funded by the Missouri Department of Secondary Education to introduce a recreation model of after-school computer education to upper-elementary schools, middle schools, and youth organizations.*

Many after-school programs are getting access to computers and realizing that computer access is only the first step toward an effective program. Directors and staff quickly learn that a computer educational program is the thoughtful mix of computers, software, youth, staff, and other resources. Since all after-school computer programs are not alike, when designing a program it is useful to think about conceptual models of educational computing. We have defined here four models of computer-education for out-of-school programs. Considerable overlap exists among these models. The ideal program will have an interrelated mix of all the models.

Play-based Model

In the play-based model, computers are toys and the participants are encouraged to engage in self-directed play. The program succeeds or fails based on the software selection. Games (*Roller Coaster Tycoon*, *SimTown*, *Zoombinis*) and creativity (i.e. *Orly's Goo*, *Magic Artist*) software are the most popular with the participants. Informational software (i.e. *Encarta*, *World's Greatest Museums*, *NASA*) and the Internet are frequently used for information exploration as recreation.

Play-based programs need a wide selection of software. Not all kids are interested in the same topic and once a game is mastered the player is frequently ready to move on. About 15-20 good titles is a start for a group of similar age. The wider the age range the more software you need since software is often age specific.

The educational value of games varies from very bad to very good. Some of the most popular games (i.e. *Doom*, *Quake*) have violent content. However, there are many popular games (i.e. *SimCity*, *JumpStart*, *Oregon Trail*) with excellent educational content.

Program guidelines should encourage interaction among the participants with youth "playing" together or sharing with each other. The role of the staff is in offering a good selection of software, encouraging the exploration of a variety of software, and encouraging positive social interaction. Discipline is seldom an issue because the participants are fully engaged in the experience.

Content-Focused Model

A content-focused program builds on the content of one or more software titles and integrates them with related off-computer activities. Although the youth are encouraged to produce a product or present what they have learned, the product or presentation is not the primary focus. The primary purpose is to help the youth to put what they are learning with the software into a broader context. The most basic implementation of this model is just talking with the game players and asking leading questions, for example: If the child was playing *Sim City* the staff person might ask, "Where does the electricity for our city come from?" or in *Roller Coaster Tycoon*, a question could be "Tell me about your amusement park's budget?" These questions will lead to discussions about how a game's vocabulary and concepts relate to the real world. The staff can also plan activities, field trips or guest speakers related to the content. Contests like a virtual air rally with a flight simulator game can help encourage youth to get deeper into a software title. Youth demonstrating a software title can help teach others and develop their own presenter's skills. Activities where the kids talk and think about what they are playing multiply the educational value of the software. This model is still youth driven with staff following and building on the interests of the youth.

Product Model

The objective of a product-based computer education program is the creation of a computer-generated product. The computer learning happens as the product is created or enhanced. Typically a group activity, ideally it should be youth initiated. However, in practice, the projects are often staff initiated and supported but can be student lead. Projects generally focus on graphics, music, video or design. Common graphic products are websites, newsletters, PowerPoint-style presentations, greeting cards and t-shirts. Landscape or home design projects are other possible directions. Product-based activities can be used as communication, marketing, or funding support for the program or can be combined with entrepreneurial programs and the products sold. The software and support available usually define the scope of the projects. Design and production software can range from relatively low-cost and simple (i.e. *StoryBook Weaver*, *PrintShop*, *SuperDuper Music Looper*) requiring only basic skills to high-end professional software (i.e. *Photoshop*, *AutoCad*, *Shockwave Studio*). Many titles are easy to get started both in cost and skill but can produce professional level products (i.e *Powerpoint*, *iMovie*, *WordPerfect*).

Instructional Model

Instruction-based programs are generally teacher led with the children following along, all on the same program, at the same pace. Examples are the word processing or typing classes offered during the school day. In general, this model is not the best for an after-school setting. However, short instructional sessions can be useful in introducing basic computer skills and supporting other models. Instruction is sometimes necessary to introduce a new game in the play-based or content-focused models. Children engaged in project-based activities sometimes need instruction to develop the skills needed to use the tools available. Instruction should happen in short spurts with a lot of time to practice and explore the new material. Consider having youth do as much teaching as possible.

Piaget's oft quoted comment, "Children have real understanding only of that which they invent themselves, and each time that we try to teach them something too quickly, we keep them from reinventing it themselves," is especially relevant for learning with and about computers. Computers with quality software can encourage students to invent businesses,

(Continued on page 6)

© 2002 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.schoolagenotes.com
Printed on Recycled Paper

Merry Christmas!

All around the world, different cultures celebrate Christmas in different ways. To learn about different holiday traditions read the book *Christmas around the World* by Emily Kelley.

Discuss traditions with children after reading. Do they have a special family tradition or would they perhaps like to try one of the traditions from the book?

1. Which gift would you like to give to someone special in your life?

2. Practice saying "Happy Holidays" in another language:

Spanish - *Feliz Navidad*
German – *Frohliche Weinachten*
Italian – *Buon Natale*
French – *Joyeaux Noel*

3. Ask the children to bring in canned goods to donate to a local food bank.

4. Read *The Night Before Christmas* while sipping hot cocoa.

Christmas Down Under

In Australia it's summertime. Write a story to describe what it would be like to spend Christmas Day at the beach. Have an indoor beach day. Wear your swimwear; sit on lawn chairs and sip lemonade. Don't forget those sunglasses.

Cut out pictures of Australian animals and glue onto a real leaf or one cut out of paper. Laminate and use as a bookmark.

Cute Koalas

Use 2 medium pompoms for head and body – stick together with craft glue. Stick 4 small pompoms on the front of the body as paws. Stick on wobbly eyes and a piece of black felt for the nose. For the ears roll pieces of white pipecleaner into spirals and attach to the side of the head.

Kwanzaa Candle Treats

Materials needed:

Toilet paper rolls; plastic spoons; markers, crayons, colored pencils or paint; tissue paper (yellow & orange); string; treats (candy, little toys, crayons)

Instructions:

Decide how you will color your toilet paper roll.

Cut one yellow and one orange square of tissue. Be generous as most of the tissue will be inside the toilet paper roll. Lay one sheet flat, lay second sheet on top diamond style (so all 4 sides lay at an angle)

Use a plastic spoon to gently push tissue paper into paper roll. Don't push too hard or the tissue will rip. Once the tissue paper is in the paper roll add your treats. This can be little toys, candy, or anything.

Once you have added your treat tie off the end with string.

With your fingers work up the tissue to form a tip to make it look like a candle flame.

Have each child create several of these treats and then arrange to distribute them to a local children's hospital or preschool.

See page 8 for a new Kwanzaa resource available from School-Age NOTES.

Winter Fun for All

Some people have been lucky to experience real snow. Some have not had this pleasure. Here are some activities you can try with your group:

1. Have a scavenger hunt to look for things that are white.

2. Build an igloo inside using empty milk jugs taped or glued.

3. Write a poem or story about snow.

4. Blow up several balloons and pretend they are snowballs. Toss them around or try to build something with them using tape.

5. Make large snowmen indoors by stuffing large white garbage bags with newspaper.

6. Cut snowflakes out of coffee filters and hang around the room.

7. Make mini ice castles using colored ice cubes (use salt to "glue" them together).

8. Have snowballs for snack (powdered sugar donut holes).

Ahoy Shipmate

Pirates in Paradise

Key West, FL celebrates its colorful maritime history November 28-December 4. In fact, pirate theme festivals range from the Philippines and Hong Kong to Seattle, Cape Cod and the Grand Caymans. Find the nearest one to you using search engines on the Internet like google.com.

Make treasures using gold and silver paint or markers for a treasure hunt.

Dress like a Pirate

Find clip-on earrings at thrift shops or yard sales or have children borrow from mothers or grandmothers (Loop earrings are best).

Children can tie a bandanna around their head to become a "scurvy swabbie." Some may want to wear eye patches for the "authentic" pirate look. Use instant tattoos to create real swashbucklers.

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *June Elsbury* of Goose Creek, SC. Illustrations by *Julie Sorensen* of Londonderry, NH.

50 Activity Ideas

The minimum number of Activity Ideas in this issue is 50.

© 2002 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.schoolagenotes.com
Printed on Recycled Paper

DECEMBER IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
WINTER	Write about the sights, sounds, smells, tastes, and the way that things feel during winter.	Paint with colored ice cubes.	Write a poem using the word "winter." 1st line begin with letter "W", 2nd line with "I" and so on until you have a 6-line poem.	Read the story "Froggy Gets Dressed" by Jonathan London.	Make snow cones using clean snow. Or grind ice cubes in a blender. Cover with the flavor of your choice.
DECEMBER IS ...	*Neighbor Month.* Find a chore you can help a neighbor with: shoveling snow, raking leaves, feeding pets, picking up trash, etc.	*Safe Toy & Gift Month.* Make a safety chart of program toys. Children check off when they pick up and safely store away toys after play.	*Stress Free Family Month.* Let children discuss what they can do to help out round their homes during the holidays.	*Write to a Friend Month.* Write a letter to a special family member or friend telling them why they are special to you.	*New Book Month.* Survey the group for their favorite books. Take a poll to see how many children received new books as gifts.
WALT DISNEY	December 5 is Walt Disney's birthday. Make birthday cards for him featuring the children's favorite Disney characters. Display around the room.	Take a survey of the children's favorite Disney movie. Have a movie party with popcorn and juice and watch the movie.	Create and draw a new Disney character. Write a story about this character.	Find a copy of Disney's *Mickey Mouse Make-It Book* and do some of the activities in it.	Have a game to see how many Disney characters children can name.
KWANZAA	Kwanzaa begins on December 26. Have children discuss what the holiday is about. What are the 7 principles of Kwanzaa?	Kwanzaa commemorates many African cultural traditions. Teams of 2 or 3 children research information about a different African nation.	After finishing their research, the teams can create photo collages of their country and make a report to the rest of the group.	Read the book *Cumbayah* by Floyd Cooper. Learn the hand actions to the words and sing along.	Make the Kwanzaa Candle Treats on page 4 for a service project.
AHOY SHIPMATE	Have a treasure hunt around the program site to find chocolate gold-foil covered coins.	Make pirate boats - take 1/2 a walnut shell, clay or dough in the bottom and attach a toothpick with a paper sail. Try to sail in a tub of water.	Create skull and crossbones flags on black construction paper and hang around the room.	Read *Maggie and the Pirate* by Ezra Jack Keats.	Have a pirate day and everyone dress as pirates.
GOODBYE 2002	Make a time capsule. Include pictures, news items and a short story predicting what your life will be like when you graduate high school. Open on your graduation day.	Every child make their personal New Year's resolution for 2003. Let the class decide on a joint resolution as well.	Have everyone share his or her best memory of the year 2002.	How many words can you make from **HAPPY NEW YEAR?**	Have a daytime New Year's Eve party complete with a "countdown" for the New Year, confetti and noisemakers.

© 2002 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.schoolagenotes.com
Printed on Recycled Paper

Washington Notes

by Charles Pekow

Charles Pekow is the Washington correspondent for SAN. This report is written exclusively for SAN readers.

CCDBG Increases

The Child Care & Development Block Grant (CCDBG) could get close to a $1 billion increase. The Senate Committee on Health, Education, Labor & Pensions (HELP) approved the CCDBG Amendments Act (S. 2758). It reauthorizes CCDBG at $3.1 billion in FY 03 with unspecified sums in the next four years. However Congress is lagging in passing this bill before appropriations committees can cough up the money.

But no matter how much money CCDBG gets, the bill further restricts the way it gets spent. It would require states to use at least 5% of their allotment to increase reimbursement rates. The Dept. of Health & Human Services (HHS) would reserve 1% for a national child care data system to measure supply, demand and quality. Also, the guarantee for Indian tribes would get doubled to 2%.

This legislation would make permanent the $19.12 million annual setaside for resource & referral and school-age care, with $1 million of it earmarked every year for the Child Care Aware hotline operated by the National Association of Child Care Resource & Referral Agencies.

But it would also set aside $750 million of the funds over five years to improve infant and toddler care, leaving less money available for school-age matters.

Computer Use...

(Continued from page 3)

cities, artwork, and a thousand other inventions at a concrete and conceptual level like no other toy.

In summary, evaluate the resources you have – computers, staff knowledge, software, funds, interest of the youth, interest of the staff, and outside resources. And adapt the computer-education models that will work for your program.

***Bill Pabst** is a 4-H Youth Specialist and After-School Computer Project Director, University of Missouri.*

***Carol Benesh** is a 4-H Youth Specialist and After-School Computer Project Evaluator, University of Idaho.*

Writing Grants

by Kathy Carr

Writing a grant can be overwhelming for the first time writer. Here are some tips to help make the process a little less painful.

Getting Started:

When you find a grant that meets the needs of the program:

- Read through the request for proposal (RFP).
- Pay close attention to the scoring sheet.
- Follow directions as stated. (This is *very* important.)
- Follow the outline suggested in the grant. If no outline is suggested make sure your outline in consistent to the scoring sheet. (This makes it easier for evaluators to read and score.)
- Make sure headings use the same words written in the RFP.
- Do not exceed the stated number of pages.
- Proofread and let others read the proposal.
- Put away the grant for a day or two and then reread for final proof.
- Don't miss the deadline for submission.

In many cases it is best to make a timeline for your work. Break up the grant into doable pieces. Remember: "To eat an elephant you have to start one bite at a time!"

Grant Writing Definitions:

Abstract: a brief overview of your proposal. No more than one page long and contains the bare essentials and description of the goals and outcomes.

Direct Costs: The whole dollar amount necessary to fund your project. $ only.

Goals: Broad outcomes that you expect from your project. Goals are not measurable but outcomes are.

Indirect Cost: Overhead or donations of time or space.

Need Statement: This is where you explain qualitative data and why you should be funded.

Objectives: Specific, measurable aims for your project. Keep in mind that every objective must have a matching outcome in order to measure.

Outcome: The expected results of your project. Example: reading scores will increase by 10%.

RFP: Request For Proposal

RGA: Request Grant Application

Three column budget: Budget which shows three sources: Grantor, Matching and in-kind

Other Ideas to Remember

School-age providers can use the *National School-Age Standards* as a guide in identifying goals and objectives. The Standards are also an excellent tool for evaluation of outcomes. Your membership and training in the NSACA standards can also be an additional plus for you. NSACA accredited programs should always mention this in the abstract portion.

Good luck and Happy Writing!!

Kathy Carr is the Utah School-Age Care Alliance Accreditation Advisor and has been a Program Director for 11 years. She resides in Wasatch County, Utah.

United States Postal Service
Statement of Ownership, Management and Circulation—PS Form 3526

(1) Publication Title: School-Age NOTES. (2) Publication No: 0278-3126. (3) Filing Date: September 30, 2002. (4) Issue Frequency: Monthly. (5) Issues Annually: 12. (6) Price: $26.95. (7, 8) Mailing Address: 2809 Azalea Pl., P.O. Box 40205, Nashville, Davidson County, TN 37204-2821. (9) Publisher and Editor: Richard T. Scofield; Managing Editor: Joyce Jackson, P.O. Box 40205, Nashville TN 37204-0205. (10) Owner: School-Age NOTES, Inc., P.O. Box 40205, Nashville TN 37204; Richard T. Scofield, 2934 Vaulx Lane, Nashville TN 37204. (11) Bondholders: None. (14) Issue Date for Circulation Data: October, 2002. (15a) Total Number of Copies *Average for 12 Months*: 7,323; *Single Issue*: 7,300. (15b1) Paid or Requested Mail Subscriptions *Average for 12 Months*: 5,499; *Single Issue*: 6,025. (15c) Total Paid and/or Requested Circulation *Average for 12 Months*: 6,127; *Single Issue*: 6,592. (15d) Free Distribution by Mail *Average for 12 Months*: 26; *Single Issue*: 10. (15f) Total Free Distribution *Average for 12 Months*: 154; *Single Issue*: 0. (15g) Total Distribution *Average for 12 Months*: 6,487; *Single Issue*: 6,602. (15h) Copies Not Distributed *Average for 12 Months*: 836; *Single Issue*: 698. (15i) Total *Average for 12 Months*: 7,323; *Single Issue*: 7,300. Percent Paid and/or Requested Circulation *Average for 12 Months*: 94%; *Single Issue*: 99.8%.

© 2002 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.schoolagenotes.com
Printed on Recycled Paper

Drunk Parents...

(Continued from page 2)

most come back in a day or two, sheepish, and apologetic, and thank you for what you did."

Another respondent said, "We state in our parent handbook what our policy is and have only had one incident in the last three years. If parents know up front how your staff will react, they will think twice before arriving intoxicated. We have had intoxicated parents arrive with a driver (not intoxicated) to pick up their children. (And sadly, we have a very high rate of alcoholism in our community.)"

In our December 1999 issue we published this response from Linda Sisson, former executive director of the National School-Age Care Alliance:

"[This is] an extremely important (and difficult) issue. Staff in after-school programs need to be prepared in advance to deal with intoxicated parents who come to pick up their children.

"When I ran a large after-school program we developed a detailed procedure for staff to follow when they observe that a parent is intoxicated and are concerned about the child's safety. We developed the policy (after floundering through a number of situations) in cooperation with our community police officer. Contact your police department to discuss how you should handle this kind of situation. They can help clarify your responsibility in terms of reporting to the police and when you need to report to child protection. They also can advise you about what you should and shouldn't do.

"What we found most helpful was to provide staff with specific examples of what to say: 'It appears that you've been drinking and I'm worried that it's not safe for you to drive. Can I help you get a ride?' and 'Because I'm concerned about you and your child's safety if you drive, I'm obligated to notify the police.'

"...our police advised us that 'If staff smell alcohol on a parent's breath, but otherwise the behavior is basically normal, staff are under no obligation to do or say anything.'

" When you've developed your policy, put it in writing for staff and go over it with all new staff."

Airlines...

(Continued from front page)

These new rules go into effect October 1st for the following airlines: American, Continental, Delta, Northwest, United, U.S. Airways. Were you going to New York for the NAEYC conference and changed your mind? If you have a ticket on any of those airlines, either pay $100 and change the ticket before you were supposed to fly or lose the total cost of the ticket.

Check with your airlines for variations on these rules and dates.

Election Day Fund Raiser

by Cara Gordon-Gillis

Is your program housed in a school or church that is also a polling site? Take advantage of the situation during the elections this month and host a bake sale as a fund raiser. Many voters try to make it to the polling site early in the morning, before work. Selling pastries and hot coffee to a somewhat "captive audience" is sure to be a success. You will also be informing local residents of the presence of your program and what you are all about.

SAC CONFERENCES

TENNESSEE October 24-26, 2002
TennSACA Conference, Nashville
Contact: Tonyamb@bellsouth.net

OREGON October 26, 2002
Oregon SAC Conference, West Linn
Contact: Robin Lloyd, 503-620-5680

CONNECTICUT November 2, 2002
12th Annual SAC Conference, Meriden
Contact: Monica Whalen, 860-231-9321, monicambw@aol.com

VIRGINIA November 1-2, 2002
VASACC Conference, Virginia Beach
Contact: Barb Lito, 757-926-1400

FLORIDA November 7-9, 2002
FSACCC Conference, Palm Beach Gardens
Contact: Jenn Faber, 941-489-4386, www.fsaccc.org

NORTH CAROLINA November 7-9, 2002
13th Annual NCSAC Conference, Greensboro
Contact: Sandy Hall, 252-459-9810

NEW JERSEY November 15-16, 2002
New Jersey SAC Annual Conference, Princeton
Contact: sac@njsacc.com

MINNESOTA February 7-8, 2003
16th Annual MNSACA Conference, St. Paul
Contact: Shannon Pfarr-Thompson, 651-290-6277, www.mnsaca.org

NSACA CONFERENCE Feb. 27-Mar 1, 2003
15th Annual Conference, Salt Lake City, UT
Contact: www.nasacaConference.com, 800-606-0061

Let us know about YOUR SAC conference!

School-Age NOTES

SEND TO: P.O. Box 40205 • Nashville, TN 37204 • 615-279-0700

Yes, sign me up for: ❑ New Subscription ❑ Renewal

❑ 1 year $26.95 | ❑ Canada $29.95 U.S. Funds | ❑ Foreign $31.95 U.S. Funds
❑ 2 years $49.95 | ❑ 2 years $55.95 U.S. Funds | ❑ 2 years $59.95 U.S. Funds

Payment (must be included): ❑ Check or money order ❑ VISA ❑ Master Card

Card #: _____ Exp. Date: _____

Name _____

Program Name _____

Address _____

City / State / Zip _____

School-Age NOTES
PO Box 40205
Nashville, TN 37204-0205

ADDRESS SERVICE REQUESTED

PERIODICALS

November 2002

*****AUTO**MIXED AADC 370 89 1 328
00388265 COMP
DIANNE ROTHENBERG
ERIC/ECE ACQUISITIONS
CLG OF EDUC/UNIV OF IL
51 GERTY DR
CHAMPAIGN IL 61820-7469

RESOURCES

Bullying Resources

Robin D'Antona, author of our feature article on "Teasing and Bullying in After-School Programs" suggests the following resources for more on how to deal with this problem:

Quit It! by Froschl, Sprung, Mullin-Rindler (1998). A joint publication of the Education Equity Concepts, Inc. Wellesley College Center for Research on Women and the NEA Professional Library.

Bullying at School: What We Know and What We Can Do by Dan Olweus. (1993). Cambridge, MA: Blackwell Publishers, Inc.

Tackling Bullying in Your School by Sonia Sharp & Peter K. Smith. (1994). Routledge Press.

Bullyproof by Nan Stein. (1996). A joint publication of the Wellesley College Center for Research on Women and the NEA Professional Library.

Kwanzaa Resource

School-Age NOTES is adding a new resource just in time for planning Kwanzaa celebrations in your program. ***Kwanzaa for Young People (and Everyone Else!)*** is a 52-page resource book plus music CD with music and activities for each of the seven days of Kwanzaa.

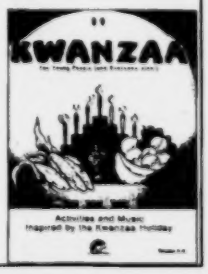
Kwanzaa begins December 26th of each year and is celebrated for seven days through January 1. Each day focuses on a particular principle to promote such qualities as unity, self-determination, creativity, faith, and more.

This resource was written by Geanora Bonner, a Disney Teacher-of-the-Year honoree. The CD, which features songs written exclusively for the seven days, has won the Teachers' Choice Award, the Parents' Choice Award as well as other awards.

The resource book has activities that are linked to each song on the CD. It also features study sheets on the history and cultural practices of Kwanzaa, creative, interdisciplinary activities for each day and lyrics to the songs.

In addition to the seasonal uses, this resource also can be used throughout the year to promote positive social values, multicultural awareness and music appreciation.

This Kwanzaa resource, with the book and CD combined, is available for **$19.95** (**$16.95** for subscribers) plus **$4.95** shipping and handling. For credit card orders call 800-410-8780 or 615-279-0700 outside the U.S., or mail payment to School-Age NOTES, P.O. Box 40205, Nashville TN 37204. (We're sorry, but this resource is not yet available for ordering from our website.)



Volume XXIII #4 The Newsletter for After-School and School-Age Care Professionals December 2002

School-Age NOTES

ISSN0278-3126 © 2002 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Activities for School-Age Child Care – 25 Years Later

Classic Book Makes Strong Case for Active Play

The oldest book on after-school programs which is still in print is one from the National Association for the Education of Young Children (NAEYC). *Activities for School-Age Child Care* was originally published in 1977 and became known as the "blue book." (And in school-age lore, the 1982 *School-Age Child Care: An Action Manual* became known as the "red book.") A revised edition of *Activities for School-Age Child Care* with the subtitle "Playing and Learning" was published in 1989.

According to the preface, this 1977 book was based on a 1970 federal grant "through Research for Better Schools... for developing a daily activity program for five to ten-year-old children." "The original 1970 manuscript was expanded, enriched and revised in 1977 to increase its relevance and usefulness to those living and working creatively with school-age children in day care programs."

It was not an activities book but rather a guide to program planning. The 1989 revised edition has 80 pages and covers 11 activity areas from stitchery, weaving and knitting to water, sand and mud. It explains planning and resource areas, and incorporates a philosophy and rationale for the programming. It also includes chapters on scheduling, routines, community resources, and staff meetings.

Today there is urgent concern about obesity in children and adults and the need for all to be more physically active. New federal dollars are being proposed to deal with the problem. With many after-school programs focusing more on academics than physical development, it is helpful to look back to 1977 to see what a good physical development program can provide.

"Active physical movement is imperative for both children and adults to remain in good health. The lymph, blood, and other systems of the body function best with periods of activity ranging from exertion to rest." – 1977

With permission from NAEYC, we have excerpted a portion of the 1977 edition. As you read it see if you can make a checklist of what a good physical development component in your program should look like and a rationale for implementing it:

Active Play: Moving to Learn

Leaping, striding, climbing, twisting, and running! What better way to experience exhilaration and sheer joy than through the mastery of one's own body! A good physical development program provides children with endless opportunities for calculated risk-taking, creating self-challenging activities, and predicting and measuring successes.

Active play in a balanced school-age program can and should include many

(Continued on page 6)

27

INSIDE

ASP for Disabled Teens . . 2

Parent Communication . . 3

January Activities 4-5

Resources 8

NSACA - SLC

Early Bird Registration Deadline Dec. 31

The preliminary conference program and registration information should be in your hands for the National School-Age Care Alliance (NSACA) 15th Annual Conference in Salt Lake City, Utah February 27-March 1, 2003. Deadline to send in early bird registration is December 31st. After that it will be $35 more in all categories. It also pays to be an NSACA member as the non- member conference rate is $75 more in all categories. Membership fee is $45.

All conference info, including preliminary program, registration, hotel info, and scholarship info are available online at **www.nsacaConference.com** or **www.nsaca.org**. If a hard copy of the preliminary program is needed contact 800-606-0061.

Boys & Girls Clubs $

by Charles Pekow

An additional 1,500 Boys & Girls Clubs should be operating by 2007. Congress passed legislation increasing funding to start more programs, bringing the target level from the previous 2,500 to 4,000. The 21st Century Department of Justice (DoJ) Appropriations Authorization Act (S. 2215) authorizes $80 million a year for the next three years to start the programs.

PS 031374

Printed on Recycled Paper

After-School for Disabled Teens

by Susan Gyaben, MPH

The Building for Inclusive Child and Adolescent Care Project (BICAC) at the University of Alabama at Birmingham (UAB) is working to build capacity in the state of Alabama to provide better out-of-school care options for children and youth with disabilities. The project, funded by the Alabama Council for Developmental Disabilities, seeks to uncover barriers and identify possible solutions.

Parents with older and more severely involved children often find it difficult to locate any type of out-of-school care.

Inclusion refers to full participation by children with disabilities in programs and activities for typically developing children. The Individuals with Disabilities Education Act (IDEA) of 1990 mandated that all children with disabilities receive a free, appropriate public education in the least restrictive environment. More recently the concept of inclusion has been expanded beyond more commonly applied educational settings to a larger community application of inclusion for children and youth, including child care, after-school care, and summer care settings. Our project and definition includes all of these settings.

Research has shown that children and youth of all abilities benefit from inclusive care. Children with disabilities who are offered the opportunity to observe and socially interact with typically developing peers benefit developmentally. Children without disabilities who participate in inclusive settings are perceived by parents and teachers as more sensitive, more accepting of differences, more aware of other's needs, and more comfortable with people who have disabilities. Families gain an appreciation of each other's perspectives and there are unique opportunities for professional and personal development of care staff.

Parents of children with disabilities often have difficulty locating quality inclusive child care. Those parents with older and more severely involved children often find it difficult to locate *any* type of out-of-school care, much less one that offers an inclusive environment. Without options, many parents face unemployment or institutionalization of their children simply because they cannot find after-school or summer care.

Many public schools are willing to provide after-school care for children with disabilities, but only up through the age of 12 years. The logic behind the schools' position is that they cannot provide a service to one group (youth with disabilities) in which all children do not participate. Because adolescents without disabilities typically do not participate in after-school programs, schools choose to limit the programs to children aged 12 and under. At this point, families with children with disabilities are on their own to locate care, with very few options available in most communities. Those who are lucky can turn to relatives for help. This struggle was confirmed by parents of children and youth with disabilities who participated in focus group discussions as part of the BICAC project research. Here are some of their comments.

Parent Comments

"There is poor availability for those children 12 years old and above. All day care and after-school care stops at 12 years – forget the disabilities. We are a small minority, but we have to hold down jobs."

There is such limited availability that parents are encouraged to start their own after-school programs!"

"As for summer care for children without disabilities, a lot of parents and children over 12 don't see the need for care. They are not interested in having their children in after-school care. They look forward to not having to pay for day care. There won't be any children for [children with disabilities] to be included with after age 12. The children themselves look forward to the day that they are no longer considered a kid."

Do we have to hand over custody to the state? Why are they willing to let the state pay $80,000/year for residential care, when it will cost much less to have the kids at home with support services such as an after-school care program?"

Inclusion necessitates that providers be willing to care for children and youth with disabilities.

Inclusion necessitates that providers be willing to care for children and youth with disabilities, however providers are hesitant to care for individuals with disabilities for a variety of reasons. Lack of support, both financial and informational, has been identified as a key factor for providers. The BICAC project has advocated for an increase of financial support for providers who care for children and youth with disabilities up to the age of 18 years through subsidies from the federal Child Care and

(Continued on page 7)

School-Age NOTES

Subscriptions: $26.95/12 issues

Send Inquiries To: School-Age NOTES
P.O. Box 40205, Nashville, TN 37204
615-279-0700, (Tollfree) 1-800-410-8780
(FAX) 615-279-0800

Editor/Publisher: Richard T. Scofield
Managing Editor: Joyce Jackson
Office Manager: Mary-Helen Mariqza

SCHOOL-AGE NOTES (ISSN 0278-3126) is published monthly for $26.95 per year by School-Age NOTES, Inc., 2809 Azalea Pl., Nashville, TN 37204. Periodicals Postage Paid at Nashville TN. **POSTMASTER:** Send address changes to School-Age NOTES, P.O. Box 40205, Nashville TN 37204-0205.

© 2002 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

Communication Skills with Parents

Editor's Note: We often think of conflict resolution in terms of dealing with the children in our programs. However, conflict can arise when there are lapses of communication with parents or when there are policy changes, etc. The following includes excerpts from two books available from School-Age NOTES which address these issues.

Sharing Unpleasant Information with Parents

(Excerpted from "Dollars & Sense: Planning for Profit in Your Child Care Business" by Janet Bush.)

Eventually, and inevitably, a business owner will have to tell somebody something that he does not want to hear. This may happen when a provider turns away a prospective customer, raises a concern about a child's health or safety out of the child care environment, or changes her payment policies.

At these times a provider will find it helpful to remember her rights as a professional, fight the tendency to react with guilt, and admit that it is no fun to deliver bad news! Read through this checklist for a reminder of the traits of assertive communication:

✔ I am not looking for a winner and loser in this encounter.

✔ I respect the rights, opinions, and feelings of others.

✔ I choose an appropriate time for this discussion, to give my listener a chance to ask for clarification and share thoughts and feelings with me.

✔ I encourage negotiation and compromise to find a solution.

✔ I look creatively for a solution acceptable to both parties.

✔ I express clearly the limits of my flexibility.

✔ I listen carefully for the limits of the other party's flexibility.

Giving Constructive Criticism

There will be times when you need to talk to a parent about their behavior that causes a problem for your business. To maintain good relations between provider and parent, you must give this information in a constructive, supportive manner. Here is a formula that will help you practice what you want to say. Just remember the key word, B-E-A-D.

"B" is for Behavior: The speaker describes the specific *behavior* that is causing the problem. Your point of view must be objective and rational. In other words, show no feelings here.

"E" is for Emotion: Now it is time for you to share your *emotions*. Use a calm voice, and share the feelings that this behavior generates in you. Do not make the mistake of telling your thoughts - use feeling words (for example, "worried," "hurt," "unappreciated," "frustrated," "frightened").

Anger is a feeling, but usually another feeling is underlying as well. When you express anger, identify and share the "root" feeling.

"A" is for Alternatives: Suggest several *alternatives* that would be acceptable to you, and emphasize clearly which one would make you happiest. You may have to think about this before you are ready to talk. Offer a range of alternatives, if possible. Ask for suggestions. This step demonstrates your willingness to find a solution that benefits both parties and to compromise if you can.

"D" is for Decision: Tell your *decision*, your choice among the alternatives you have generated. This may be a compromise or a consequence. State your bottom line, telling the positive outcome that you believe this change will bring.

Examining Attitudes Towards Parents

(Excerpted from "Building Relationships with Parents in School-Age Programs" by Roberta Newman.)

Strong, positive, cooperative relationships with parents are at the heart of quality programs for school-age children and youth. Yet, these kinds of relationships are not always easy to achieve because parents, like children, have widely varying personalities; some are easier to reach than others. Parents in school-age programs have different ideas, values, concerns, knowledge, pressures, lifestyles, plans, dreams, resources, and constraints. Staff who successfully build positive relationships begin by recognizing the importance of *accepting parents as the most important people in children's lives*, regardless of differences among them.

Negative preconceptions and attitudes towards parents can prevent staff from taking the initiative to build positive relationships with parents.

The one unifying theme among today's parents may be that many of them are stressed by the challenges of meeting their obligations in the workplace, while trying to build and maintain healthy relationships with the significant people in their personal lives - spouses, children, other family members, and friends. Some parents have more capacity and skill than others for handling this balancing act successfully. The extent to which parents feel that their lives are manageable and under some degree of control has a strong influence on the extent to which they are able and willing to be resourceful partners with their children's child care programs. In quality school-age programs, accepting, supportive staff members help parents feel welcome and valued as partners. These programs recognize that school-age child care is a family service – that both parents and children are the clients or customers. They recognize that programs are *not replacements for parents* and that in order to succeed with children, they must constantly reach out to parents. In successful programs, staff take the initiative in relationship building. If things don't go well or there's no response

(Continued on page 7)

© 2002 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

Celebrating The Dream

As a nation, we first celebrated *Martin Luther King, Jr. Day* on January 20, 1986 when President Ronald Reagan declared the day a national holiday. Honor Dr. King's life as a non-violent, civil rights activist who profoundly changed our country with these activities:

1. Log on to www.thekingcenter.com and read what the holiday means to Coretta Scott King, Dr. King's widow.

2. Read Dr. King's "Let Freedom Ring" speech or play an audiotape. Have children create a bell shape or trace a bell pattern or cookie cutter. Use a hole punch to create a space to tie a jingle bell to the bottom. On the bell, ask children to write how they can help freedom to ring out in their community.

3. Get audio or videotapes of Dr. King's speeches from your local library or the Internet. Play them for the children so they can hear Dr. King's message for themselves.

4. Make a **Peace Wreath**. Cut out the inside of a paper plate, leaving an outside ring. Ask children to trace their hand on different colors of multicultural construction paper. Cut out the hands and glue around the paper plate ring. Attach a ribbon hanger. Print the letters to spell out "PEACE" on the five bottom hands of the wreath.

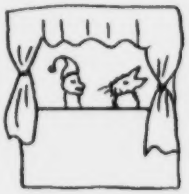
Perfect Puppets

According to *The Mad Scientist Handbook 2* by Joey Green, Jim Henson made the original Kermit the Frog puppet from a sleeve of his mother's winter coat and two ping pong balls. Encourage students to be creative as they design puppets. Here are some ideas:

1. Make a puppet theater. Use a refrigerator box or a trifold display panel (available at school and office supply stores). Cut out the hole for your puppet stage and decorate the rest with paint, or a collage of old fabric or wallpaper scraps.

2. Design a puppet show. Children can write their own or adapt a favorite, well-known story or fairy tale. They can make invitations to invite family and friends and design programs.

3. Use puppets in conflict resolution teaching to help kids role play without feeling quite so vulnerable.



Reading Corner

Advertise A Good Book

After children finish reading a book from the reading center that they enjoyed, ask them to design an advertisement for the book. They can do a print ad—a poster to hang in the reading center, a radio ad—record their ad onto a cassette, or a TV ad—videotape the advertisement which could include acting out parts of the book.

Plant a Reading Tree

Use butcher paper to make a large tree trunk and branches. As children finish reading a book, they can write the title, author and their name on a construction paper leaf and add to the tree. This is a fun decoration to change seasonally—a Christmas tree with ornaments in the winter, a tree with buds in the spring, a tree with fruit or green leaves in the summer, and a tree with brown, orange red, and yellow leaves in the fall.

Indoor Games

Huckle Buckle Beanstalk

You can really call this game anything you like. Have the group choose any item—a stapler, a pencil, a domino—anything. One student will hide this item in the room while the rest close their eyes. The item must be at least partially visible. When the "hider" says "Huckle Buckle Beanstalk", everyone goes in search of the item. The player who sees it returns to their seat and says "Huckle Buckle Beanstalk". They then reveal the hiding place and get to be the hider.

North South East West

Mark each wall of your room—one North, one South, one East, one West. One child closes their eyes and one child is the judge. The Judge recites "North, South, East, West. Tell me which one is best." During this time the group quietly moves to stand by a wall. The child with eyes closed calls out a direction. Everybody at that wall is out. Game continues until only one player is left. They get to be the caller.

The Big Wind Blows

Everyone sits in a circle either on carpet squares, masking taped X's, or chairs—depending on what you have. There should be one less space than the number of children in your group. One student is the caller and says, "The big wind blows for everyone who..." and chooses an attribute like "The big wind blows for everyone wearing jeans!" Everyone wearing jeans must find a new place to sit while the caller tries to get one of their seats. When the caller says "Windstorm!" everyone must change places.

Byline...

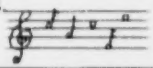
This month's **Activities** and **Ideas Corner** pages were written by *Debra Riek* of York Haven, PA. Illustrations by *Julie Sorensen* of Londonderry, NH.

45 Activity Ideas

The minimum number of Activity Ideas in this issue is 45.

© 2002 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

JANUARY IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
GUESS WHO WAS BORN IN JANUARY	*Betsy Ross* – January 1, 1752. She is remembered for making the first U.S. flag. Every child design their own family flag using felt and puffy paint.	*Louis Braille* – January 4, 1809. His system of raised dots lets blind people read. As a group check out www.hotbraille.com to see everyone's name in Braille.	*Martin Luther King Jr.* – January 15, 1929. Keep his dream alive through a service project the group can do together. Brainstorm ideas.	*Wolfgang Amadeus Mozart* – January 27, 1756. Play a piece of his music. Everyone move, draw or paint to the feelings the music evokes. 	*Jackson Pollack* – January 28, 1912. He was a painter who put his canvas on the floor and splashed paint on it. Spread newspaper on the floor and try this messy technique.
BUTTON UP!	Use buttons with large holes to make fabulous rings. Push a pipe cleaner through the holes in the button and adjust to fit. Twist ends.	*Button Math* - Kids roll dice. Have kids use buttons to make as many picture equations as they can to add up to the number rolled.	Use multiples of two different colors or kinds of buttons and a tic-tac-toe grid for a variation on this game. Or make a checkers game with buttons.	Create pictures where buttons are glued to replace common round objects like wheels on a truck, the sun, flowers, eyes, etc.	Take inexpensive picture frames or cut out cardboard frames. Cover with fabric or paint. Glue on buttons to decorate.
PUPPETS	*Stick Puppets* - Use a Popsicle stick stuck in a styrofoam ball. The ball is the face. Decorate with felt and yarn.	*Finger Puppets* - Cut the fingers off of old garden gloves. Be creative. Add felt wings and pipe cleaners for a butterfly or add long yarn for hair, draw a face for Rapunzel.	*Paper Roll Puppets* - Cut out a picture of an animal, use clip art or sketch your own. Glue to a toilet paper roll.	*Paper Bag Puppets* - Turn bag upside down and add eyes, nose, hair, lips, teeth and a tongue.	*Paint Stick Puppets* - Get paint stirrers from a hardware store. Add faces to the round handle and construction paper or fabric clothes to the body.
MAGAZANY	Play *Alphabet Scavenger Hunt* with magazines. Have children find pictures that begin with each letter of the alphabet. Cut out and paste on poster board.	Play "Picasso." Find a large face in a magazine. Cut out the nose, mouth, eyes, etc. Have students draw a face shape on paper and add the cut out features.	Go shopping. Give children a pretend amount of money and ask them to cut out from a magazine what they think they could buy for the money.	Have kids cut letters out from magazines to spell their names. Mount on sentence strips. Great for labeling cubbies or putting under displayed artwork.	Make a collage color book by folding 2 sheets of paper in half and gluing same colored items that have been cut from magazines on each page
CELEBRATING FRIENDS	Make friendship pins. Place pony beads on safety pins to give to friends. Hook them onto the bottom lace of tennis shoes or onto zipper pulls on backpacks.	Children draw self-portraits on which others write a positive quality about that child. Staple the pages together for a group friendship book.	Cut construction paper into quarters. Thread yarn through 2 holes punched on long side and tie to make a small autograph book. Decorate and let friends write messages.	Make friendship bracelets. Braid different floss colors together and cut to size.	Children work in small groups to trace and cut out a child's body shape on butcher paper. Decorate the shape and write qualities of being a good friend inside the shape.
FAIRY TALES	Read *The Gingerbread Man*. Make your favorite recipe for gingerbread cookies.	Read *The Three Bears*. Play "Wake the Bear." One child (bear) is in a chair. One child is a guard. All else are in a circle. Goal: to gently tap the bear and return to your place without being tagged by the guard.	Read *Cinderella* then write a group story retelling the tale from the stepmother's perspective.	Read *Jack and the Beanstalk*. Line a 12" piece of foil with a wet paper towel. Add a lima bean to one end and roll into a tube. Put the tube in a glass of water. Guess how long the "stalks" will grow after sprouting.	Each child chooses a favorite fairy tale and determines what the 3 main events are in the story. Draw each event on a paper plate and string together vertically with yarn. Hang up tales.

Active Play...

(Continued from front page)

facets. Included in such a program should be organized games where children can experience forming and working together in teams, making and following rules, and problem solving. Self-challenging activities, in which the children set goals for and compete against themselves, are especially important. Activities such as gymnastics, calisthenics, and track and field activities should be included regularly. Skills acquisition activities also play a part in a good program; children should be provided with the chance to climb, jump, balance, swing, run, twist, and tumble, either through organized activities or through activities they have initiated and chosen themselves. Learning to make the large muscles in the body perform on command, mastering new skills, and positioning the body in space are all necessary vehicles for feelings of success and competence in every child.

"Active play should mean that children [are] allowed the opportunity to create and involve themselves in open-ended, child-centered active play in which the adult plays no specific part, and which allows the children time to run, leap, invent characters, set situations, shout, and just *be*."

Active play should also mean that children are provided with the opportunity to participate in creative movement, music, and dance and most important, children must be allowed the opportunity to create and involve themselves in open-ended, child-centered active play in which the adult plays no specific part, and which allows the children time to run, leap, invent characters, set situations, shout, and just *be*.

"Wanting to touch things is perfectly natural! How much children can learn through their skin and nerves...Muscles are also a source of learning–light and heavy, strong and weak."

Through successful participation in physical activities, children —

- develop a feeling of self-worth,
- develop courage and self-confidence to try increasingly more difficult tasks such as climbing higher and exploring new ways to perform skills,
- practice self-reliance and self-expression through creative activities such as music and dance,
- grow in ability to exercise fair play,
- have opportunities to be of service as leaders and followers through participating in games and other activities.

Wanting to touch things is perfectly natural! How much children can learn through their skin and nerves–hot and cold, soft and hard, smooth and rough. Muscles are also a source of learning–light and heavy, strong and weak.

Active physical movement is imperative for both children and adults to remain in good health. The lymph, blood, and other systems of the body function best with periods of activity ranging from exertion to rest.

Learning to move freely and joyously is an essential part of growing up, and older children may wish to work with and encourage younger children to develop new skills as they express interest.

Movement is made up of elements of time, space, and force which coordinate into an act of moving. In movement through space, children learn direction (forward, backward, sideways, diagonally); level (high, low); size (small, large; wide, narrow); force (light, heavy; quiet, noisy); and time (fast, slow; even, uneven).

Essential to the success of the entire program is ample, well-designed space which is adaptable to a number of uses. Both indoor and outdoor areas should be available for vigorous and creative movement activities. Care should be exercised in planning to ensure that sound levels will not interfere with other simultaneous activities of groups or individuals. Quiet space, after a busy school day, can be just as important as opportunities for expression through loud voices.

"Learning to move freely and joyously is an essential part of growing up."

About the Authors

The 1977 *Activities in SACC* was authored by Rosalie Blau, Elizabeth H. Brady, Ida Butcher, Betsy Hiteshew, Ann Zavitkovsky and Docia Zavitkovsky. The 1989 Second Edition had additional authors Barbara Blakley and Catherine Streibert. All were from California, most very active in early childhood circles. Rosalie Blau, Betsy Hiteshew and Docia Zavitkovsky were mentioned in the acknowledgements section of the 1982 "red book" *SACC: An Action Manual*. Docia Zavitkovsky has been involved with school-age programs since the World War II Children's Programs. During the mid-1980s she was president of NAEYC.

(For information about obtaining a copy of the 1989 Activities for School-Age Child Care: Playing and Learning, *Revised Edition from NAEYC, see back page.)*

© 2002 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com

Printed on Recycled Paper

Parents...

(Continued from page 3)

from parents, staff assume there are things they can do to alter the situation. If one thing isn't working, staff vary their approach and try something else.

Staff who believe "most parents aren't interested in quality programming" are not likely to spend much effort aimed at keeping parents informed about the program.

Negative preconceptions and attitudes towards parents can prevent staff from taking the initiative to build positive relationships with parents. Attitudes about parents can help or hinder the development of partnerships with parents. For example, school-age staff who believe parents just want to "drop children in a day care program and forget about them" are not likely to make efforts to get parents involved. They've already decided parents aren't interested. Staff who believe "most parents aren't interested in quality programming" are not likely to spend much effort aimed at keeping parents informed about the program. On the other hand, staff who believe parents "have lots of good ideas about how a child care program should be run" are likely to solicit parents' suggestions, ideas and concerns as a resource for improving the program. And staff who believe "to a child, a parent is the most important person in the world" are very likely to work hard at building positive relationships with parents.

It is important to acknowledge that all of us have values, beliefs, concerns, and traditions which influence our attitudes toward one another. In fact, most of us have very strong attachments to our attitudes and values. Witness a current slogan seen on a bumper sticker: "I don't need your Attitude; I've got one of my own!" And yet, if we want to support children as part of a family, we can't afford the luxury of ignoring the attitudes of others or how our own attitudes may be affecting our ability to establish positive relationships with parents.

(Both books referenced in this article are available from School-Age NOTES. "Dollars & Sense" is $23.95 or $20.95 for subscribers, plus $4.95 shipping & handling. "Building Relationships with Parents" is $16.95 or $14.95 for subscribers plus $4.95 shipping & handling. Go online at www.AfterSchoolCatalog.com to order or call 800-410-8780 or 615-279-0700 for credit card orders.)

Disabled Teens...

(Continued from page 2)

Development Block Grant. This support is under consideration now by the Alabama Department of Human Resources. We acknowledge the fact that the subsidy will only help those families that are income eligible for the subsidy program.

Informational support is equally important. An increase in provider knowledge can be obtained through training about inclusion and disability issues. Past UAB projects, including the Civitan Inclusion Project, addressed this need. Child Care Resource and Referral Agencies also provide ongoing training to licensed providers as a requirement to licensure. Training alone, although an important component of inclusive care, is often insufficient to enable providers to care for children and youth with disabilities. There are many types of childhood disability and techniques for caring for children with disabilities vary broadly depending on disability, involvement, and social makeup of family and provider setting. Staff turnover is common in care settings requiring providers to receive the same training over and over. In addition, there are frequently periods (sometimes years) in which providers do not receive requests to care for children or youth with disabilities.

In this dynamic environment, the BICAC project is developing an inclusion consultation model. A consultant would be available to answer questions and concerns initiated either by parents or care providers. The consultant would be available for families to call concerning advice on how to locate and evaluate possible providers, accompany families visiting potential providers to legitimize the parents' efforts and reassure providers. The consultant would also be a resource person that providers could call for on-going discussion and technical assistance site visits to help with individual training needs and problem solving.

(Susan L. Gyaben has a Masters in Public Health with an emphasis in Maternal and child Health. She works with the Civitan International Research Center in Birmingham AL.

The Building for Inclusive Child and Adolescent Care Project is one of the projects Gyaben works on. Co-directors of the project are Beverly A. Mulvihill, PhD. and Janice N. Cotton, PhD.

Contact Gyaben at sgyaben@uab.edu or call 205-934-8175 for questions about this program.)

SAC CONFERENCES

BEYOND SCHOOL HOURS VI Jan. 26-29
National Conference sponsored by Foundations, Disney World, Florida
Contact: 888-977-5437, www.foundationsinc.org

MINNESOTA February 7-8, 2003
16th Annual MNSACA Conference, St. Paul
Contact: Shannon Pfarr-Thompson, 651-290-6277, www.mnsaca.org

NSACA CONFERENCE Feb. 27-Mar 1, 2003
15th Annual Conference, Salt Lake City, UT
Contact: www.nsacaConference.com, 800-606-0061

MASSACHUSETTS March 29, 2003
MSAC 6th Annual Conference, Marlborough
Contact: Shani Fletcher, 617-522-9563

WISCONSIN April 4-5, 2003
WISACA Conference, Waukesha
Contact: Stacy Randall, 608-758-8721

Let us know about YOUR SAC conference!

School-Age NOTES
PO Box 40205
Nashville, TN 37204-0205

ADDRESS SERVICE REQUESTED

Tis the season!

PERIODICALS

December 2002

*****AUTO**MIXED AADC 370 93 1 224
00317611 COMP
CHARIS BACHELLER
ERIC/EECE ACQUISITIONS
51 GERTY DR
CHAMPAIGN IL 61820-7469

NOV 26 2002

RESOURCES

Activities for School-Age Child Care - NAEYC

To order the 1989 edition of *Activities for School-Age Child Care: Playing and Learning* from NAEYC, call 866-623-9248 or go to www.naeyc.org. While the suggested retail price is $11, NAEYC's price is $7 or for NAEYC members $6 plus $5.50 shipping and handling.

Native American Resource

Cherokee Publications offers a variety of resources on Native American history, music, and literature. Resources include books, CDs, music instruments, posters, jewelry, and more. Go to www.CherokeePub.com or call 800-948-3161 to request a catalog.

NBCDI Calendar

The National Black Child Institute's 2003 Calendar of Black Children is now available. Each year the organization offers these calendars which feature positive images of African-American children as well as incorporating historical facts on African-American history, including noting important dates in African-American history on the calendar.

Cost for the calendar is $12 each plus shipping and handling. To order, call 800-556-2234 or check the website at www.nbcdi.org.

Please Don't Sit on the Kids – New Edition

The classic book on discipline, *Please Don't Sit on the Kids: Alternatives to Punitive Discipline* by Clare Cherry has been released in a new revised edition. Although Ms. Cherry died a number of years ago, childhood specialist Dianne Miller Nielson has essentially updated the book to make it more usable for the 21st century.

The core of Cherry's discipline theories are still intact (See our October 2002 issue). Nielson simply builds on those theories and provides some updated material, including a bibliography of other discipline and guidance resources that have come out in the last 10 years.

Price of the book is 15.95 ($14.95 for subscribers) plus $4.95 shipping and handling. Since we still have copies of the older edition, if you want the new edition be sure to specify that. Call 800-410-8780 or 615-279-0700 for credit card orders, go to our website at www.AfterSchoolCatalog.com or mail prepaid orders to School-Age NOTES, P.O. Box 40204, Nashville TN, 37204.

Volume XXIII #5 The Newsletter for After-School and School-Age Care Professionals January 2003

School-Age NOTES

ISSN0278-3126 © 2003 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Editorial

Cut Recess and Get Sued?

Should schools and after-school programs be held accountable for their role in the dramatic increases in obesity in children?

by Rich Scofield

Over the past several months *USA Today* and other media have reported extensively on the dramatic increases in childhood obesity including the contributing factors such as lack of physical activity and exercise. Nowhere in this discussion of increasing obesity in children and adults and lack of physical activity and habits of exercise has one of the major negative contributors been acknowledged. It's our culture of academic extremism — learning to read and write at all costs, including the cost of diminished physical activity.

...Parents have no control over how much exercise their children are allowed [during their school day.]

Recess, physical education, and play have all been reduced or eliminated while the length of the school day has been increased. Half-day kindergarten has increased to full-day, and six-hour school days to seven, while the amount of homework in elementary school has also been increased. After-school programs that used to allow letting off of steam and developmentally normal play such as kickball games are now pressured to make sure homework is done and activities are related to learning that will increase standardized test scores.

School systems control the physical activity of our children five days a week, nine months a year. Undeniably,

School systems control the physical activity of our children five days a week, nine months a year.

parents have a great degree of control over what their children eat which can contribute to obesity. However, parents have no control over how much exercise their children are allowed in school or after-school programs. Our current education system has emphasized measurable academic data and standards. Height and weight measurements taken at the beginning of the school year and at the end can be compared to growth curve norms. School systems that have data showing increases above the norms should be held accountable.

For thousands of years physical activity in children was a built-in developmental drive that the environment usually allowed for. Perhaps when school systems realize they are exposed to lawsuits by parents of overweight children or even obese adults for denying the developmental necessity of physical activity, schools will make the changes needed for allowing physical movement and active play.

PS 031374 Printed on Recycled Paper

INSIDE

Youth Credentials 2
Changing Group Climate.3
February Activities 4-5
$2M to B&G Clubs. 6
Prop 49 Passes 6

NSACA Transitions

As we went to press, Mark Carter, Executive Director of the National School-Age Care Alliance (NSACA), announced personnel changes, including the resignations of Pam Browning, Director of Public Policy and Kristina Young, Director of Accreditation. Inquiries about open positions should be directed to mcarter@nsaca.org until personnel announcements are made.

NSACA – Book Now

Unless the holiday mail delays this issue, you should still be able to squeeze in under the December 31st deadline for early bird registration (saving $35) to the largest after-school conference in the world. (Last year, 2,600 participants.) It will be in Salt Lake City, UT February 27-March 1, 2003.

Book now for hotel and airlines. All conference info, including preliminary program, registration, hotel and scholarship info are available online at **www.nsacaConference.com** or **www.nsaca.org** or call 800-606-0061.

Salt Lake City Stats

Average high and low temperatures for end of February, beginning of March: 48.5°F and 28.5° F.
Elevation: 4,330 ft. above sea level
Population: City:181,743, County: 898,387
Time Zone: Mountain Standard Time

Youth Development Credentials

by Brooke Harvey, NIOST Project Associate

The field of out-of-school time is building a skilled and stable workforce. Slow and steady progress shouldn't be mistaken for stagnancy or lack of effort on the part of national leaders as a recent editorial in *Youth Today* suggests. A review of the available literature and interviews with leaders and advocates shows national workforce development activities occurring across the country; all of which bridge the worlds and work of school-age and youth development practitioners working with ages 5-18.

There are several national efforts aimed at increasing staff knowledge, competency, and/or training. The BEST Initiative (Building Exemplary Systems for Training youth workers), funded by the Wallace-Readers Digest Funds offers an eight-week youth worker training program and a six-week supervisor's program to youth workers. In addition to building core competencies and stronger staff, completion of either of the programs translates into six undergraduate credits at a local college or one graduate class at a local university.

In 2001, the Department of Labor launched the Youth Development Practitioner Apprenticeship program (YDPA). The YDPA targets new front line staff and offers 3000 hours of supervised on-the-job training and 250 hours of related instruction. The program is being field-tested in eight BEST sites across the country. This supportive approach could be an aid in retaining staff and developing core competencies. In Vermont, the Child Care Apprenticeship program, which is open to school-age practitioners, offers a similar supervised training program that is linked to increased compensation.

The Council for Professional Recognition (the Council) is exploring the creation of the Youth Development Associate (YDA), similar to the CDA (Child Development Associate). (See "NSACA Journal" in the Resources section on back page.) The YDA would build on the Council's effort to market a School-Age Credential, which according to the Council has not yet proven successful due to lack of clarity about whom the recipients would be and what incentive recipients would have to pursue such a credential. The School-Age Credential has been successfully incorporated in the military model, but has yielded little progress in the 10 civilian states in which the credential has been piloted. The YDA would service both youth workers and school-age staff in an effort to create a larger pool of workers from which to draw.

A potential aid in gathering information about the school-age and youth workforce is the Annie E. Casey Foundation's new study, "The Challenge of System Reform: The Quality of Frontline Human Service Workers." The study is an attempt to profile the number of people doing frontline human service work, to estimate the average salary, turnover, any training or preparation, typical workload and motivation for working in a chosen field. "Youth Service Workers", which is a category Casey studied, are defined as those engaged in promoting the overall development of school-aged children and youth ages 5-18. The study reports that among the five categories, youth worker data is unreliable, inaccurate, the least documented, least understood and the most varied field in the study. The good news is that we now have some national baseline data on which to build plans for future research that can help direct policy.

Lastly, the National Institute on Out-of-School Time and the AED Center for Youth Development and Policy Research are in the process of developing a national strategic plan for workforce development across the out-of-school time field. The plan, which is being crafted with guidance from a national advisory committee, will include findings from a

(Continued on page 7)

Professional Development – The Long View

The problems of staff turnover, inadequate compensation and limited career growth will not be solved overnight. We must keep an eye on the long view if we want a core knowledge base, a career ladder or matrix that provides links between roles, qualifications, and compensation and a clearly defined, linked system of training that meets the needs of people in the field at all stages of their careers. Despite these pockets of activity, when the work we do at the program and policy level doesn't feed directly into a larger system, it is not easy to measure progress or to feel connected to a larger movement which can feel discouraging.

This is not a new story. We have been struggling with these same issues around professional development and compensation for years. Sustainable change requires the development of real *incentives* for practitioners to partake in professional development. We must commit to working in our communities and with state and national leaders to craft legislation that will improve compensation for staff. We also need the backing of the workers in this field. Program directors and frontline workers must form a critical mass and demand better opportunities for professional development and compensation.

We want to hear from you. If you work in an after-school, out-of-school time or youth development program, please email us at niost@wellesley.edu and tell us what you want from leaders in this field and what kind of professional development system would work for you.

School-Age NOTES

Subscriptions: $26.95/12 issues

Send Inquiries To: School-Age NOTES
P.O. Box 40205, Nashville, TN 37204
615-279-0700, (Tollfree) 1-800-410-8780
(FAX) 615-279-0800

Editor/Publisher: Richard T. Scofield
Managing Editor: Joyce Jackson
Office Manager: Mary-Helen Marigza

SCHOOL-AGE NOTES (ISSN 0278-3126) is published monthly for $26.95 per year by School-Age NOTES, Inc., 2809 Azalea Pl., Nashville, TN 37204. Periodicals Postage Paid at Nashville TN. **POSTMASTER:** Send address changes to School-Age NOTES, P.O. Box 40205, Nashville TN 37204-0205.

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

Changing Group Climate: A Systemic Approach to Bully Prevention

A Canadian Experience

by Christine Hibbert

Author's note: *"I was so interested to read your recent article on 'Teasing and Bullying in After-School Programs' and in particular the comment that most school districts do not include the school-age practitioner in any program for bully prevention. I believe our experience with Jericho Kids' Club in Vancouver, British Columbia, illustrates the success of 'walking the walk' in implementing a systemic approach to bully prevention."*

Bayview School would probably not be considered as having significant behavior issues among its student population. None the less, bullying, teasing, exclusion and the many behaviors in the bullying spectrum all occurred at some time and at some level. Based on a few basic principles the school embarked on a project to create and maintain a more positive school climate and culture.

Intervention needs to begin early (before 8 years old) in order to effect change.

Three Basic Principles

1. Bullying is learned behavior – it can be changed.

2. Intervention needs to begin early (before 8 years old) in order to effect change.

3. A systemic approach is required in order to produce the desired level of change.

This became a significant focus as approaches, strategies and desired outcomes were discussed. One of the first steps was to establish a working group. This group would plan, facilitate and review as we went along and bring together all the players in a collaborative model.

Bayview Motto... "Be fair, be safe, be kind."

Bayview is a community school that is open from 7:30 a.m. to 10 p.m. It encompasses a school population of just under 300 students, two licensed preschools, a school-age child care center and is host to many user groups and programs. It was important to the school that the desired culture and climate was understood and accepted in the classroom, the playground, the hallways, the child care programs and out into the greater community. In order to achieve systemic change the working group, known as the **B**ehavior **L**eadership **T**eam, included teachers, parents, noon hour supervisors, and special education assistants as well as including ***child care staff***.

This is no short-term commitment, building a comprehensive plan takes time. In fact, the **BLT** eventually decided that the training, shared understanding and acceptance were so critical to the degree of success that the front end loading took a full year and although some small initiatives began right away, the main launch took place the following September as the focus for the first week of school.

So what did we incorporate into our plan?

Training: the BLT attended a number of workshops and then disseminated their learning to school, child care staff and parents. Individuals were also brought in to speak on related topics at open meetings.

Establishing clear expectations and common language: A motto long used by the school-age program, "Be fair, be safe, be kind," was adopted for use throughout the school. This came about through student input and was then translated into practical terms – how does fair, safe and kind look in different places? The common language was then put onto posters that are prominently displayed in the appropriate areas as a constant reminder to all who use those spaces.

Evaluating the setting: Where and when do most problems occur? Not surprisingly the playground at noon hour and recess were immediately identified, as were the hallways and bathrooms.

Communication with parents: The expectations, consequences, language and processes were continuously communicated through newsletters, displays, and posters. Opportunity for input was also available through council meetings, surveys and individual meetings.

Handling Incidents: Consistency and clarity were areas of significant focus. Understanding on levels of behavior and appropriate responses with consistent language were discussed and ultimately agreed upon. Procedures for each area and level of incident were also outlined.

Tracking: Although onerous at times, this is key to identifying trends, geographic considerations and "at-risk" children. A great help in this regard has been the use of *EasyDiscipline*, a computer tracking database system developed here in British Columbia (contact wbarliszen@dccnet.com).

We are now into year three of this project and it has morphed and changed along the way as we continuously review and evaluate. Anti-bullying has become social responsibility, and with that the climate has shifted from negative to positive. I can't say that we don't still have some issues and incidents but kids in our school know that whether they are in the hallway, the bathroom, the classroom or in after-school care, they will hear the same language, have the same expectations and participate in the same consequences. They know

(Continued on page 7)

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

Rosa Parks

Black History

February Birthdays:
Langston Hughes – Feb. 2, 1902
Rosa Parks – Feb. 4, 1913
Frederick Douglass – Feb. 14, 1817

Find out what important contributions these three individuals made to American history and culture.

African-American Traditions

Celebrate African-American History Month with a tribute to African folklore. Africa has a rich tradition of storytelling that has been passed down from one generation to another. Traditional storytellers carried a net or wore a hat that had a variety of objects hanging from them. The listeners would pick one object from the net or hat to hear a story about.

Storyteller's Hat

Tape two 9"x 12" colored construction paper strips together lengthwise. You'll need to adjust the size of the "hat" to fit around each child's head. Tape to secure. Draw or cut out pictures of different animals and objects like a sun, stars, a turtle, fish, spider, etc. and paste all around the hat. It's story time! Get inspiration by reading *A Story, A Story: An African Tale* by Gail E. Healy (Atheneum, 1970) as well as other great African folktales.

Catching Stars Game

Legend says that the Milky Way is made up of broken stars, and that the gods go along gathering them up and putting them into baskets for fuel for the sun to burn.

Play this game that has been played by children of African Pygmy tribes who have long been intrigued by the night.

1. Divide players into two groups: the "Stars" (a third of the players should be stars) and the "Catchers."
2. Make two boundaries about twenty feet apart if possible.
3. Catchers stand in the middle of the boundaries and the Stars stand on one of the boundaries facing the Catchers.

Catchers start the game by together saying:
Star light, star bright,
How many stars are out tonight?

The Stars then say:
More than you can catch! And then run as fast as they can to the other boundary, trying not to be tagged by a Catcher.

4. Tagged Stars become Catchers. Play until all Stars are caught.

Making Chopsticks

Did you know that the first pair of chopsticks was a simple pair of sticks? Make your own by breaking off the same length sticks measuring about 8 inches long. Peel off bark very carefully. Sand the sticks smooth using sandpaper and if you want, you can sand or make the ends into dull points.

To use:

1. Rest the upper half of one stick between your thumb and forefinger on your right or left hand. Hold the lower half of the stick firmly against your ring finger.
2. Hold the second chopstick as you hold a pencil.
3. To work the chopsticks, keep the first stick stationary. Move the second stick up and down to pick things up.
4. Practice, Practice, Practice!

Crossed or Uncrossed?

Materials needed: Two sticks or unsharpened pencils.
Key to game: Are your legs crossed or uncrossed when receiving and passing the sticks around the circle.

All players sit in a circle. It may be easier to sit in chairs. (Before you begin the game explain that all players need to pay close attention to see the hidden clues.)

The leader begins the game with legs crossed and holding the sticks. She says "I received these crossed." Now the leader uncrosses legs and says, "and pass them uncrossed" as she passes the sticks to the next player. Other players tell how they received the sticks and how they passed them. The leader and other players, who begin to figure out the clues, should correct the passers as each takes a turn. Remember to exaggerate movements and that the intention is to "clue" in other players.

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Pam Russo* of Attleboro, MA. Illustrations by *Julie Sorensen* of Danville, NH.

34 Activity Ideas

The minimum number of Activity Ideas in this issue is 34.

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

FEBRUARY IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
DENTAL HEALTH	February is *Dental Health Month*. Invite a dental hygienist to your program to discuss proper brushing techniques and healthy eating.	Graph the number of teeth each person in the program has. Find out why the numbers may or may not be different.	Mix 3 Tbsp. of baking soda and 1 Tbsp. of salt together for an old-fashioned toothpowder. Compare ingredients and taste of toothpaste used today.	Put a white hard-boiled egg in a bowl for 30 minutes. Brush with old fashioned and present day tooth paste to whiten. which one worked better?	Research what kinds of animals have teeth similar to ours. Why do we have different shaped and sized teeth? What animals have no teeth?
LONG-LASTING FUN	Make and decorate pillows from old jeans. Sew the waist area together, stuff legs with material scraps or pillow stuffing and then sew closed.	Create ruled designs by laying a ruler across paper. Draw lines at all different angles until there are lines all over paper. Color in spaces with different colors.	Create a crazy marble maze by taping and connecting cardboard tubes going in different directions down one side of a wall. Let the marbles roll!	Recycle old playing cards by gluing thick white paper onto the face of the cards. Draw or glue on different pictures to play a matching or memory game.	Make a yarn design by drawing a picture on heavy paper. Then using pieces of different colored yarn, glue to outline and fill in picture.
SHADOW MAKERS	February 2nd is *Ground Hog Day*. Can you see your shadow today? Count all the shadows you see around you.	Do shadows change? With a friend, measure your shadows at different times of the day when the sun is high and low in the sky.	Write a story to share about a day in the life of your own shadow, giving it a personality all its own.	Place objects of different sizes and shapes on dark-colored paper. Place in direct sunlight for about one hour. To create a sun silhouette.	Shine a flashlight onto a sheet. Have children stand in front of the light to cast their shadow. Guess whose shadow it is.
INVENTIONS	Thomas Edison's birthday is February 11th. Find out if any inventors were born on the same day as you or your friends.	Invent a homework machine. What would it be made of and how would it do your homework?	Brainstorm ideas for possible inventions. What problems do you face in the design of the invention?	See who invents the funniest animal by writing words like "furry", "swims," etc., on small strips of paper. Fold, mix up and pick three words. Draw it!	Invent a safety case for a raw egg using recyclable materials and everyday items. Create a container to protect the egg when dropped from a high point.
MYSTERY MESSAGES	Write an Alpha-mixup message by writing each word in the message in alphabetical order. Ees ahtw I aemn?	Leave mystery clues to a hidden treasure by writing with a clear wax candle or crayon on paper. Clue can only be seen by painting over it with watercolor paints.	Scratch-and-See Cards are secret messages written in red pencil on index cards and covered with black crayon. Scratch to see the secret.	Write number coded messages by giving numbers 1-26 to the letters of the alphabet. A=1, B=2, etc.	In 2 teams make up clues for a scavenger hunt. Each team sets up its hunt for the other to do.
CHINESE NEW YEAR	Celebrate Chinese New Year 2003 - the Year of the Sheep. Make greeting cards saying, "Gung Hay Fat Choy" meaning, "May You Prosper."	A Chinese dragon is made up of several line dancers in one costume. What can you create?	Decorate with paper chains made with colors of good fortune: bright red=happiness; gold/yellow=wealth and happiness.	Find out which 12 animals make up the Chinese calendar. Write a story about the animal representing the year you were born.	Everyone writes a "good fortune" on small strips of paper. Tape to the bottom of paper cups so everyone can read their "fortune" after snack.

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

Washington Notes

by Charles Pekow

Charles Pekow is the Washington correspondent for SAN. This report is written exclusively for SAN readers.

Funding Stalls

Don't count on any funding increases from Washington, at least in the short term. The outgoing Congress approved a spending bill keeping all federal child care programs funded at last year's levels through Jan. 11. The new Congress convenes Jan. 7 and is likely to extend temporary funding, at least for a while into the second quarter of FY 03.

The Senate Appropriations Committee had approved a $90 million increase for 21st Century Community Learning Centers for this year. But Republicans will take over the committee and aren't bound by the vote of the previous Democratic controlled committee.

Since Congress also failed to reauthorize the Child Care & Development Block Grant or welfare reform in 2002, appropriators early in 2003 are unlikely to give these programs significant funding increases.

Boys & Girls Clubs Get $2 Million from JCPenney

The JCPenney Afterschool Fund announced on November 6 that it will pledge $2 million in continued support of afterschool programs provided by Boys & Girls Clubs of America (B&GCA).

According to an article in *Business Wire*, the contribution will be used to "further develop and implement a B&GCA program called 'POWER HOUR.'" The program helps club members complete homework assignments, receive tutoring and participate in "educationally beneficial, fun activities." The fund also supports the Goals for Graduation initiative, which provides an age-appropriate curriculum for Club staff to use in helping children learn how to set long-term and short-term academic goals.

The JCPenney Afterschool Fund is a non-profit, 501(c)(3) organization contributing financial support to five leading after-school advocates: the YMCA of the USA, Boys & Girls Clubs of America, 4-H, Junior Achievement, and the Afterschool Alliance. It is committed to helping provide children with high-quality, affordable after-school programs with safe, fun and educational activities.

This donation to B&GCA comes on the heels of a recent 21st Century Dept. of Justice $240 million federal appropriation to be granted over the next three years to B&GCA to increase the number of programs to 4,000 nationally.

California's Prop 49 Funding ASP Passes

What Does It Really Mean?

On November 5, voters in California passed Proposition 49 by a 55% majority, paving the way for funding afterschool programs in every public school in California beginning in 2004.

The measure – *The After School Education and Safety Program Act of 2002*, earmarks up to $550 million of the state's budget for tutoring, homework assistance and enrichment activities. The measure had the unqualified support of Arnold Schwarzenegger, who campaigned tirelessly to get the measure passed.

There is a "catch" to the funding. While approximately $440 million has been earmarked exclusively for after-school programs in public schools, this money is contingent upon the overall health of the state budget. By 2004, state revenues not related to education have to grow by at least $1.5 billion before any money is allocated to after-school programming. Supporters of Prop 49 are confident this will happen, detractors are not so sure.

Assuming all goes well and the funds become available in 2004, every elementary and middle school program in California will be eligible to receive $50,000 (elementary) to $75,000 (middle) for after-school programs. Left over funds will be funneled back into the original *Before & After Safe Schools Program* already in existence, which provides free after-school programs to those schools with a 40% population of children who qualify for the free or reduced lunch program.

Passage of Proposition 49 "Exciting & Scary"

To gain a little more understanding of what this all means, SAN spoke with Darci Smith, Executive Director of the California School-Age Consortium (CalSAC).

[Those] people who have already been working in after-school care for so many years before it started getting "star" attention need to be put in leadership positions.

Smith explained that CalSAC supported Proposition 49 and stayed in communication with Schwarzenegger's advisors throughout the campaign, allowing for some input into how they would like to see things proceed. While she said that she feels the funding program is a great concept and the media publicity caused by Schwarzenegger's involvement has given a major boost to after-school programs, Smith cautions that they need to be "smart" about implementation of the program. The *Before & After Safe School Programs* model already in existence is good but can be improved upon. Smith encourages looking at several program models to come up with a blend that will best serve everyone. She warns that if schools don't find the model attractive they won't necessarily apply for funds, thus defeating the purpose.

Smith's other concern is utilization of existing "seasoned veterans" of after-school care in California. She strongly recommends that the people who have already been working in after-school care for so many years before it started getting "star" attention need to be put in leadership positions.

"It's an exciting and scary time," Smith said. "A lot of thought needs to go into what will happen next and how this will all roll over into the new programs." Smith wants to be able to look back 10 years down the road and see the positive results of Proposition 49.

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

Youth Credentials...

(Continued from page 2)

year-long investigation which has included interviews and meetings with policy makers, economists, educators, practitioners, advocates and funders from across the country. We are also investigating the benefits of the professional development and compensation model used in the extremely successful Military Child Care Program. The plan will identify the work that needs to be done and make recommendations for state and national action.

The National Institute on Out-of-School Time, part of Wellesley College's Centers for Women, contributes an article to SAN every other month.

(See "NSACA Journal" in the **Resources** section on back page for more on this subject.)

Bully Prevention...

(Continued from page 3)

that this school is a place that cares about them and is a place that they can care about. We also hear from parents that the Bayview culture has traveled home, children are using the language and expecting the behavior beyond the school grounds, thus completing the circle of influence and contributing to a safer world for all our kids.

Christine Hibbert is the Community Programs Coordinator for Bayview Elementary School and former Executive Director of the Jericho Kids' Club After-School Program in Vancouver, British Columbia. You may contact her for more information about their program at chibbert@vsb.bc.ca.

Holiday Activities

We received a phone call from a reader who expressed concern that there were no Hanukkah activities in our November issue (with December activities). Actually, since Hanukkah officially began on November 30 this year, we included a Hanukkah activity in our October issue, along with activities for *Ramadan*, the Muslim fast period and *Diwali*, the Indian Festival of Lights.

The activities for each month are written by different people and they are given guidelines on how to handle holiday celebrations, especially those with religious connections. We prefer to downplay religious holidays at the risk of offending any reader, but do offer our writers some latitude in how they present holidays. This year, the October issue included Diwali, Ramadan and Hanukkah, and our November issue included Christmas and Kwanzaa.

It is not our intention to slight any celebration and we strive to be both respectful and culturally sensitive. Every year will be different. Some years there will be more emphasis on a particular holiday and other years less.

International Book Shipments End

School-Age NOTES has decided to suspend fulfilling all international book orders to individuals and groups for the forseeable future. We've had to make this regrettable decision due to continuing changes in shipping and postal regulations and the unpredictability of delivery. Several international shipments have been lost recently and there is no way to trace a shipment through international postal authorities.

There are two exceptions to this for book orders: Books ordered via college bookstores in other countries to be used as classroom texts will still be available. This new policy also does not affect shipments to APO or FPO U.S. military overseas addresses.

This concerns book orders only. Newsletter subscriptions to Canadian and foreign addresses will not be affected.

We regret any inconvenience this may cause our international customers. For Canadian customers, **Monarch Books** distributes a number of the books available in our catalog. To contact Monarch call 800-404-7404. For Australian customers we recommend **The Book Garden**. Access their website at www.thebookgarden.com.au.

SAC CONFERENCES

MINNESOTA Feb. 7-8, 2003
16th Annual MNSACA Conference, St. Paul
Contact: Shannon Pfarr-Thompson, 651-290-6277, www.mnsaca.org

NSACA CONFERENCE Feb. 27-Mar 1, 2003
15th Annual Conference, Salt Lake City, UT
Contact: www.nsacaConference.com, 800-606-0061

MASSACHUSETTS March 29, 2003
MSAC 6th Annual Conference, Marlborough
Contact: Shani Fletcher, 617-522-9563

WISCONSIN April 4-5, 2003
WISACA Conference, Waukesha
Contact: Stacy Randall, 608-758-8721

Let us know about YOUR SAC conference!

School-Age NOTES

SEND TO: P.O. Box 40205 • Nashville, TN 37204 • 615-279-0700

Yes, sign me up for: ❑ New Subscription ❑ Renewal

❑ 1 year $26.95 | ❑ Canada $29.95 U.S. Funds | ❑ Foreign $31.95 U.S. Funds
❑ 2 years $49.95 | ❑ 2 years $55.95 U.S. Funds | ❑ 2 years $59.95 U.S. Funds

Payment (must be included): ❑ Check or money order ❑ VISA ❑ Master Card

Card #: _____ Exp. Date: _____

Name _____

Program Name _____

Address _____

City / State / Zip _____

School-Age NOTES
PO Box 40205
Nashville, TN 37204-0205

ADDRESS SERVICE REQUESTED

PERIODICALS

January 2003

*****AUTO**MIXED AADC 370 96 1 157
00317611 COMP
CHARIS BACHELLER
ERIC/EECE ACQUISITIONS
51 GERTY DR
CHAMPAIGN IL 61820-7469

RESOURCES

FREE Online Training

The **National Center for Community Education**, in conjunction with Enspire Learning, has launched a free web-based training program for after-school providers. The training is designed to help community organizations and education centers develop and sustain their programs.

The program consists of interactive multi-media modules that engage participants in an interactive learning-by-doing approach. Simulations, scenarios, and real-world case studies are used to illustrate how to build sustainable after-school and community education programs.

The program has eight modules that cover topics such as management, evaluation, programming, collaboration, communication, and more. Each module takes 1 to 1.5 hours to complete.

The training can be accessed at www.nccenet.org/21st_century/. For more information about the web-based training or other technical assistance training programs offered by NCCE, call 800-811-1105 or check their general website at www.nccenet.org.

NSACA Journal

The Fall 2002 edition of *School-Age Review*, the professional journal from the National School-Age Care Alliance (NSACA) features articles on professional development in the after-school field (see related story on page 2). Articles include "The Ten Cs of Professionalism," "The Career Challenge: Expanding Part-time SAC Jobs into Full-time Careers, "Moving Forward Toward a National Credential for the School-Age Workforce" and more.

Single issues are available for non-NSACA members for $10 (or join NSACA for $45 and get this issue free and back issues plus discounts on conference and publications.)

Call NSACA at 800-617-8242 (or email: staff@nsaca.org) for more information.

After-School Learning Labs

PCS Edventures offers a complete learning lab kit specifically designed for after-school programs that incorporates the use of LEGO® manipulatives to teach school-agers engineering and design skills.

Eight key subject areas that teach technical literacy while developing critical thinking and problem-solving skills include: architecture, physics, electricity, engineering, creative constructions, chess, internet/web page design, and LOGO programming.

For more information call 800-429-3110 or visit their website at www.pcsedu.com.

Volume XXIII #6 The Newsletter for After-School and School-Age Care Professionals February 2003

School-Age NOTES

ISSN0278-3126 © 2003 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

PS 031374

® Printed on Rec

Hiring & Training Summer Staff

by Rich Scofield

Hiring staff for school-age programs is always a challenge and it is no different for summer programs. It is a balance. While you look for staff who have the energy and enthusiasm to work with children and youth all day long, you must also find staff who have the maturity to be responsible for children particularly when out in the community and staff who may bring special skills and knowledge to the program.

One definition of *professional* is a person who can make on-the-spot decisions based on a body of specialized knowledge.

One program director recommends that staff be able to change and be flexible for a longer day. They need to be a more laid-back type of person. Often literally laid-back, they need to be comfortable laying on their backs just looking at the clouds with the children. High energy people are apt to burn out in full-day care. Summer programs need individuals who can pace and sustain themselves for the whole day.

It is important for staff "to be on the same page" — to understand the philosophy of the program and to be a team member. Getting staff "to be on the same page" requires careful screening in the hiring process and involving staff in the conceptualization and planning. Involving current staff means they have an investment in how well the new staff do and in the success of the summer program.

One definition of "professional" is a person who can make on-the-spot decisions based on a body of specialized knowledge. "On-the-spot decision making" includes using common sense. But young staff often have not developed this yet. Letting the kids jump and roll around in the bushes on a trail hike may seem like fun for the kids but it isn't fun for the ecosystem and is not fun if it results in poison ivy. New staff might not recognize that letting kids sit on a railing with a 10 foot drop behind them is dangerous.

The job interview helps determine if applicants have common sense and can be flexible, adaptable, and creative. Ask "what if" and "how would you handle" questions. What would you do if you were in a gym with 10 children and one chair or one cardboard box? Obviously if they say line all the kids up against the wall and wait (as one interviewee did), the interview might as well be over.

(Continued on page 2)

Report on Summer Care

The Urban Institute released a report last year based on a survey of families with school-aged children and the types of summer care arrangements they made for their children. Here are some key statistics:

➥ 30% of school-aged children are in some form of organized summer care.

➥ Children spend an average 22.8 hours per week in summer care.

➥ 11% of children ages 6 to 12 spend their summer hours alone.

(More on page 2)

INSIDE

Restorative Justice 3

March Activities 4-5

More After-School Org. . .6

Faith-Based Initiatives . . .6

Int'l. After-School News . .7

Staff & Emotional Intelligence

A professional development program for after-school educators at Wellesley College, called **The Bringing Yourself to Work Project**, provides an empirical foundation for the relevance of emotional intelligence and relational psychology at work. The project, lead by Michelle Seligson, a pioneer in the after-school movement, "focuses on training educators in self-awareness and relational practices to foster positive social-emotional learning environments for children." This is based on Goleman's theory of "emotional literacy" which has five aspects: self-awareness, the ability to handle emotions, self-motivation, empathic capacities, and social skills.

"The social and emotional climate of a program contributes to the degree to which kids feel interested, safe, and respected as well as able to concentrate and learn..."

In their paper, "The Relevance of Self at Work: Emotional Intelligence

(Continued on page 2)

Summer Staff...

(Continued from front page)

To determine how people think on their feet pose programming questions. "How would you structure a day?" "If it's raining what would you do?" "Here are some craft materials (or recycle materials), what could you do with them?" You want to find out if you toss out an idea, are they able to build on it and give you variations.

One good question to ask in the interview and during training is "What are you most afraid of happening this summer?" — Answers will vary: a medical emergency; losing or forgetting a child; the van breaking down; a child throwing up in the middle of a field trip. Throw these scenarios back to the staff to generate solutions. The discussion generated by these situations often produces ideas that you would not have thought of yourself. Sharing such fears during training helps the staff bond.

Tracey Ballas, past-president of the National School-Age Care Alliance, suggests putting two older school-agers on the interview team. When the kids ask a question, does the interviewee look at the children or look at the director. This might indicate how well they relate to and value children.

Always ask applicants about their skills, hobbies, special interests, and what they liked to do as children. These answers help both in selecting applicants and with ideas for programming that would involve the new staff person.

Orientation must go beyond pass-in-the-hall training because summer staff often have no formal background in working with school-agers. Ballas offers some advice on training. Remember new hires are most receptive in the first two weeks and it's hard to break bad or lax habits later. Use role plays and other active learning techniques since they may be visual, auditory, or kinesthetic/tactile learners. Your agenda may be policies and procedures. Their agenda is when do I get paid, where do I park, and how many breaks do I get. Answer their agendas first so they are comfortable and can listen to your agenda.

Summer with all the outdoor time and field trips is a time when there are more likely to be accidents, emergencies, or crises. Staff have to know the safety rules and procedures.

- ☛ Develop guidelines for the playground and for field trips.
- ☛ Post a chart of emergency treatment.
- ☛ Post emergency numbers by the phone and with the mobile phone.
- ☛ Put together a first aid kit.
- ☛ Post copy of treatment for insect bites and stings.
- ☛ Staff should know which children have allergies to not only insect stings but also poison ivy, peanuts, pets, and other animals.
- ☛ Always have staff on duty that are trained in CPR not just the director.
- ☛ Provide training and workshops for staff

Summer Care

(Continued from front page)

The Urban Institute report distinguished between children ages 6-9 and ages 10-12 in terms of the types of care they receive during the summer.

Children ages 6-9

- ➥ 24% are in an organized program
- ➥ 6% attend summer school
- ➥ 44% receive relative care (a major increase from during the school year)
- ➥ 1% are in self care

Children ages 10-12

- ➥ 24% are in an organized program
- ➥ 11% attend summer school
- ➥ 17% are in relative care
- ➥ 28% are in self care

Family income played a factor in care - but a surprising one. Only 5% of children in low-income families were in self care as opposed to 15% of children from high-income families. 34% low-income children were in an organized program vs. 27% of high-income children.

Bringing Yourself...

(Continued from front page)

and Staff Training in After-School Environments," authors Seligson and Marybeth MacPhee look at the need for after-school programs developing a higher degree of relational interaction between staff and children.

"While physical safety and nutrition lie on the concrete end of the quality spectrum, the elusive area of adult-child relationships make or break the success of the program, whether it is a private program in a wealthy suburb or a publicly funded program in the inner city. The social and emotional climate of a program contributes to the degree to which kids feel interested, safe, and respected as well as able to concentrate and learn..."

Key to the success of creating a nurturing environment is the degree to which staff are comfortable with the concept and understand its implications. After-school directors can help educate staff and then "[create] specific times and activities for reflection and sharing among staff, [which] allows the participants to feel connection and disconnection in a structured way. In turn this embodied experience establishes an internal barometer that can help staff in their relations with children and youth."

To order this paper and other papers from the Wellesley Centers for Women Working Paper Series go online at www.wcwonline.org or call 781-283-2510.

School-Age NOTES

Subscriptions: $26.95/12 issues

Send Inquiries To: School-Age NOTES
P.O. Box 40205, Nashville, TN 37204
615-279-0700, (Tollfree) 1-800-410-8780
(FAX) 615-279-0800

Editor/Publisher: Richard T. Scofield
Managing Editor: Joyce Jackson
Office Manager: Mary-Helen Marigza

SCHOOL-AGE NOTES (ISSN 0278-3126) is published monthly for $26.95 per year by School-Age NOTES, Inc., 2809 Azalea Pl., Nashville, TN 37204. Periodicals Postage Paid at Nashville TN. **POSTMASTER:** Send address changes to School-Age NOTES, P.O. Box 40205, Nashville TN 37204-0205.

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

Restorative Justice

Restitution, Not Retribution

by Linda Kavelin Popov

In her book, The Virtues Project™: Simple Ways to Create a Culture of Character, *Linda Kavelin Popov looks at how teachers or any adults who work with groups of school-aged children, can create an environment in which children are encouraged to reach within themselves to act appropriately with one another through the use of virtues. Popov defines 52 virtues such as justice, kindness, love, caring, courtesy, truthfulness, and excellence as the qualities that need to be encouraged in children.*

Popov also looks at a discipline system based on restorative justice. The following article explaining restorative justice and how to implement it is excerpted from her book.

Restorative justice is a process which challenges us to reevaluate some traditional ways of handling discipline.

True discipline happens inside out instead of outside in. Children already have goodness – the virtues – within them. It does not have to be imposed from without – it can be awakened from within. Instead of using coercion and force, a teacher or counselor who expresses clear, firm expectations based on virtues will see excellent results. This approach builds self-esteem while eliminating and healing aggressive or disrespectful behavior.

The purpose of virtues-based discipline is restorative justice, not retributive justice. In **retributive** justice the teacher or administrator is a *detective* asking: What was the crime? Who did it? How should they be punished?

In **restorative** justice, the teacher or administrator is a *mentor* asking: What happened? Who was hurt? (including the perpetrator) What do they need?

Restorative justice is a process which challenges us to reevaluate some traditional ways of handling discipline. These definitions may help to make the distinction between traditional retribution and the restorative justice approach:

Retribution: to pay back, especially to punish.

Reparation: to make amends, to compensate for something lost.

Responsibility: to respond ably, to be accountable.

Restitution: to give back something that has been lost or taken, to restore, to reimburse.

Restoration: to give back, to restore health and consciousness, to rebuild.

Reconciliation: to make friendly again, to settle a quarrel, to make content.

Many schools focus only on retribution, the one principle that does not restore justice, either to the offender or the victim of an offense.

In the ideal process of restorative justice, students:

1. Take responsibility for what they do in order to...
2. Make restitution which results in...
3. Reconciliation, which is to make friends again, which...
4. Restores the relationship and restores the offender to the community.

Forgiveness alone is not enough. Justice requires that there be some amends, fixing of the problem, with the offender taking responsibility instead of merely being punished. In the ideal situation, there is also reconciliation, restoring of friendship and contentment on all sides with the outcome.

Establish Restorative Justice by Listening: A First Step

When a child comes to you complaining of an injustice, listen. Restorative justice can be in the form of a brief intervention.

When a teacher or administrator [or after-school staff person] identifies the virtues needed in a disciplinary situation, they are instantly helping to focus the student's awareness on *meaning* and *mastery*. What did the students' action mean? What was the meaning or intent behind their behavior? They always have a reason, and at times that reason needs to be heard *before* you can redirect them to a virtue they could have used to replace helpless anger or attention-seeking behavior. What virtue could the students have called on?, Refocusing the student on the virtue is a non-shaming, empowering way to structure any disciplinary action.

The Peace Zone

Create a "Peace Zone" in your after-school program space where children can go to focus on their conflict and get it resolved. Popov suggests:

Use a special mat large enough for two or more to sit in a circle and have "Peace Talks." Put up a sign where the mat is located: "Peace Speaks" or "Peace Place." Teach children how to solve problems by focusing on the virtue involved, with both children taking turns. Put up a sign like this one:

PEACE PLACE

1. Take turns **TRUTHFULLY** telling your experience of what happened.
2. Listen **RESPECTFULLY** to the other person's view.
3. Share how you **HONESTLY** felt.
4. **CREATIVELY** find a virtue you each need.
5. Use **JUSTICE** and **FORGIVENESS** to decide what amends need to be made.
6. Practice **COMMITMENT** to decide how to do it differently next time.

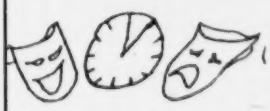
CONGRATULATIONS! YOU HAVE SOLVED A PROBLEM PEACEFULLY!

In the March issue we will continue this discussion by looking at Popov's *10 Guidelines for Establishing Clear Boundaries*, a crucial aspect of restorative justice.

Popov's book The Virtues Project™, Educator's Guide *can be found at most bookstores or ordered directly from the publisher, Jalmar Press at 800-662-9662 or go to www.jalmarpress.com.*

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

5-Minute Plays



While children love putting on their own plays, it is all too common for several kids to get in front of an audience and "improv" long past the patience of the rest of the group. One way to give kids chances to perform, but within a more established structure, is through 5-minute plays.

Children can choose to work alone or in a group of 2 to 4. Each individual or group has 5 minutes to prepare a play. Once the 5 minutes are up, the group or individual must present the play. The group also has 5 minutes to present the play.

Assuming you have a space where they won't distract the performing group, a second group can start preparing their play.

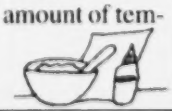
Note: Always make performance optional; some kids simply don't feel comfortable in front of a group.

Stories Told & Retold

Children are given a category such as animals, numbers, colors, sizes, or names. They can write things to fit that category on slips of paper (only one item per slip). These slips can then be used to replace objects in a story. For example, when reading "The Three Little Pigs," kids can draw a number slip to relace "three," an adjective slip to replace "little," and an animal slip to replace "pigs." the new story might become "The 30,000 Giant Aardvarks."

Puffy Paint

Mix equal parts flour, salt, and water in a bowl. Add desired amount of tempera paint. Pour the mixture into squeeze bottles. Squeeze out paint onto paper to create a design or picture. Mixture will harden into a puffy shape.



The Rainstorm

Kids form a circle. The leader slowly moves around the circle and as leader approaches a child, the child repeats the leader's gesture. The first time around the circle, the leader rubs palms together. The second time around, children continue rubbing palms together until leaders gets to them and then they snap fingers. In the next waves, the group will move to clapping, slapping their legs, and stomping their feet. Then the leader will guide the group back through the motions in reverse.

Up Jenkins!

Make this a fast-paced game for the most fun: Players sit around a table. "It" stands at the end of the table. "It" looks away and the players begin passing a coin from player to player under the table. "It" turns around and at once calls out "Up Jenkins!" Players must then bring their hands immediately to the top of the table as fists. Hitting their fists on the table, the players count "1, 2, 3," and on 3 they flatten their hands on the table. The coin will be under someone's palm. "It" has two guesses to find the coin.

If there are more than 6-8 players, start more than one game at different tables.

(Taken from Activities for Before & After School, *p. 36)*

Spider Web

Children sit in a circle. One person holds on to the end of a ball of yarn and tosses the ball to someone on the opposite side of the circle. That person follows suit. By the time everyone has hold of part of the yarn, a huge spider web has been formed.

Shark Attack

Scatter 6 to 8 hula hoops throughout the play area. One child is the "lookout" and all others are shipwreck victims. The victims move around the play area, but may not be in or near hula hoops.

When the lookout yells "Shark attack!" the victims must "swim" to a hula hoop. The last shipwreck victim to reach a hula hoop is captured by the imaginary shark.

There is no limit to the number of children per hoop, but everyone must have both feet completely inside the hula hoop. The last victim becomes the new lookout.

Correction from January

In our January issue an activity on page 5 in the Dental Health section is missing a crucial piece of information. The activity should read as follows: "Put a white hard-boiled egg in a bowl with cola and let it soak for 30 minutes. Then brush with old-fashioned toothpowder and then with present day toothpaste. Which one worked better?"

We regret the inconvenience this may have caused.

Byline...

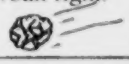
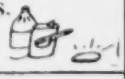
This month's **Activities** and **Ideas Corner** pages were written by *David Whitaker* of Kansas City, MO. Illustrations by *Julie Sorensen* of Danville, NH.

40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40 .

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

MARCH IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
MUSIC, MUSIC, MUSIC	**Beat Repeat:** The leader marches around the room stomping feet, clapping hands, or something else to make a beat and the group follows.	**Not the Same Old Song #1:** Take a song all the kids know and have them help write new lyrics. The song can fit a certain theme or just be nonsense words.	**Bringing in the Band:** Check with a local high school to see if one or more of the members can perform for the group.	**I Love a Parade:** Bring in recyclable materials and let kids make their own instruments. Have a marching band parade afterwards.	**Not the Same Old Song #2:** Instead of changing lyrics to a song, change the style of the song. Consider how a song would be sung as a rap, opera, or country song.
WINTER	**Winter Texture Tub:** Bring in leaves, twigs, rocks and snow (if there is any) to create a texture tub of the outdoors.	**Indoor Snowball Fight:** Regardless of what climate you live in, you can always wad up paper to create snowballs for an indoor snowball fight. 	**Winter Collage:** Using materials from the winter texture tub, make collages out of materials found outside during winter.	**Coffee Filter Snowflakes:** Make snowflakes by folding and cutting coffee filters. Dip in water-color paints for interesting effects.	**Newspaper Igloo:** Roll newspaper into "logs." Tape 3 logs together to make a triangle. Triangles can be attached together to make structures, such as an igloo.
GROUP ACTIVITIES	Kids work together to create a story. Let the first child start with one line; the next child adds another, etc. You can write it down or just tell it.	Let each child add what they wish to a large piece of paper. In the end you have a group mural.	With or without music, kids take turns acting as an exercise or aerobics instructor and choose a movement for everyone else to copy.	Choose some kind of blocks or other building material. Kids take turns adding pieces to a structure. As you go, ask kids what they think it is.	In a circle one tosses a soft foam ball to another, that one to another and so on. Remember who throws to who. Following the same pattern toss additional balls.
SCIENCE	Mix 6 T. vinegar and 1 T. salt. Drop pennies in the bowl. Give them a few minutes and they will shine. Experiment with other coins. 	Let kids take guesses at what the temperature is outside. then call the local temperature number to find out who's closest.	Put various objects in a box or bag. Let kids take turns reaching into the box/bag and guessing what the object is.	Line bottom of pie pan with charcoal. Mix 1/2 c. water, 1/2 c. salt, 1/2 c. liquid blueing and 1 c. ammonia. Pour mixture over charcoal and let stand overnight. What happens?	Build a volcano with mud and dirt or with clay, concealing a can inside. Mix baking soda, vinegar, and red food coloring and pour into the volcano. Watch it foam.
GUESS...	One child in large group hides his/her eyes. Someone else leaves room. First child guesses who's missing after opening eyes.	Find an unusual object the children won't recognize. Pass it around and let them guess what they think it is. Encourage creativity.	A group of 4 kids act out a machine such as a washing machine, making sure all of the machine's movements and sounds are acted out.	One child sits in middle of circle and closes eyes. Another child is picked to say "Hi." Child in middle gets 3 guesses on who said "Hi."	One child closes eyes and one of a handful of objects is chosen as the "zonk." Child gets 3 guesses on which object is the zonk.
BALLOONS	**Balloon Volleyball:** Divide into two teams. Everyone must sit on the floor. A balloon is used as a volleyball; regular rules apply.	**Balloon Relay:** Divide into teams. Each team member bats a balloon to keep it in the air from a starting point to finish line. If balloon hits floor, start over.	**Name Balloon Pop:** Each child puts name inside a balloon before blown up. Pile balloons; one person picks balloon, pops it and reads name. That child picks next balloon.	**Balloon Stomp:** Tie long balloon to each player's ankle. Players try to stomp balloons while protecting their own. Players are eliminated when balloon is broken.	**Balloon Basketball:** Kids sit in a circle around a basket. They bat a balloon around, trying to hit into the basket. Make sure kids' bottoms stay on the floor.

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

Swelling Ranks of After-School

When School-Age NOTES began publishing in 1980, the number of organizations dedicated to the specific needs of school-age children could be counted on one hand, and without using up all the fingers!

Twenty-two years later, there are a multitude of organizations that have either been formed specifically to address after-school issues or have expanded existing programs to include after-school. Whether it is out of a true concern for the welfare of school-age children or simply the lure of federal money that got some organizations involved, the bottom line is that more and more school-age children benefit as a result.

The Harvard Family Research Project (HRFP) published a paper on their web site that highlights most of these organizations. We've listed many of them here. We're excluding federal government agencies, although some listings may be an extension of a federal agency. These are also primarily national organizations – there would be no room to print all of the state school-age care coalitions that now exist. This is not an exhaustive list, there may be organizations we missed. The original list on HFRP's web site has the organizations broken down under Advocacy, Funding/Policy (at national and local levels) and Research and Evaluation. Since we believe there's plenty of cross-over in these areas with different organizations, we are not separating them into categories here. And we've added a few that weren't listed in their report.

Organizations

Afterschool Alliance
American Youth Policy Forum
Boys and Girls Clubs of America
Carnegie Foundation
Center for Applied Research and Educational Improvement
Chapin Hall Center for Children
Charles Stewart Mott Foundation
Children's Aid Society
Children's Defense Fund
Coalition of Community Foundation for Youth
Coalition for Community Schools (Institute for Educational Leadership)
Council of Chief State School Officers
David and Lucile Packard Foundation
DeWitt-Wallace MOST Initiative
DeWitt-Wallace Reader's Digest Foundation
Finance Project
Girls, Inc.
Harvard Family Research Project
International Youth Foundation
JC Penney Foundation
National School-Age Care Alliance (NSACA)
National Institute on Out-of-School Time (NIOST)
National Recreation and Parks Association
National Network for Child Care
National 4-H Program
National Child Care Information Center
Nat'l Assoc. of Child Care Resource & Referral Network
National Governors' Association
National League of Cities
National Center on Community Education
National Community Education Assoc.
National Institute of Child Health and Human Development
Nat'l Assoc. of Elementary School Principals
National Council of State Legislators
Safe Schools/Healthy Students Initiative
Search Institute
Soros Foundation
Welfare Information Network
YMCA of America
YWCA of America

Some notable state-initiated organizations:

The After School Corporation (NY)
Boston 2:00 to 6:00 Initiative (MA)
D.C. Agenda/Children and Youth Investment Partnership (Washington DC)
Healthy Start Program (California)
Partnership for After School Education (NY)
PlusTime (New Hampshire)

For more information about the report from HFRP and their papers, go to www.gse.harvard.edu/hfrp/projects/afterschool.

Bush's Faith-Based Initiative Enacted

The question of whether faith-based organizations with after-school programs would have access to federal grant money was answered in December when President Bush issued a "sweeping executive order directing federal agencies to let religious charities compete for social-service grants and contracts."

The order allows for government assistance to religious organizations that serve the poor, including after-school programs.

Bush issued the order after it became apparent that the faith-based initiative he favored was being stalled in the Senate. The order allows for government assistance to religious organizations that serve the poor, including after-school programs.

Faith-based groups will be allowed to retain their religious identities, including the right to hire workers based on religion. But the order prohibits the use of federal money for worship services, religious instruction or other "inherently religious" activity.

The executive order is only a first step. Bush still will pressure Congress to remove legal barriers that make it hard for religious groups to get federal money.

While this issue will continue to arouse controversy, for religious institutions and schools who have after-school programs, this order is quite literally a "Godsend." Interested programs can check online at **www.afterschool.gov** to get details on applying for grants.

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

International After-School News

"Making Space" Program in England Gets Blair's Support

In October reports from both the *Guardian* and the *Coventry Evening Telegraph* in England, funding for an after-school program aimed at youth ages 11 to 16 is gaining widespread support, particularly from Prime Minister Tony Blair.

The goal of the Kids' Club Network's "Making Space" campaign is to put 3,000 after-school youth clubs throughout England within the next three years.

The campaign developed as a result of a study which showed that, much like the United States, parents are working longer hours in England and are concerned that their children in secondary school have nothing to do when they come home from school. Seven in ten parents and teens who were surveyed indicated they felt that there was more probability of youth getting into trouble because they have no place to go after school.

The campaign, expected to cost 2.5 million pounds, will create new clubs and improve existing ones, and will be developed according to the wishes of the teens who will be using them.

Belfast After-School Club Promotes Unity

An after-school program in Belfast, Northern Ireland is working to bridge the gap that exists between Protestant and Catholic communities with an integrated program that brings school-age children from both sides of the "Troubles" together.

As reported in an October 4 issue of *The Belfast News Letter*, the St. Stephens club secured the funding, including a grant from the New Opportunties Fund to create the program, although it has taken four years to do so.

Rev. David Lochart, the coordinator of the program said that "the most important aspect of this project is the fact that is is in an area that both communities can access and is offering children who have been through a lot of experiences as a result of the Troubles to integrate and learn from each other."

The program serves several schools and provides school pick-up, homework help, arts and crafts, and opportunties for play.

RBC Group Funds Canadian Programs

The RBC Financial Group of Toronto recently announced $2 million in funding for 54 after-school programs throughout Canada for the 2002-2003 school year. The group has been providing grants for after-school programs since 1999 and the total they've contributed since that time is $5 million.

According to a report from *Canada Newswire* on October 17, Charles Coffey, the executive vice-president for RBC said "After-school programs can give a real boost to the skills and knowledge that children gain in a formal classroom. These programs are truly a third-watch bridging the gap between school and home."

Of the 54 programs receiving grants, 15 were first time recipients and the remainder have received grants in the past. The grants ranged from $10,000 to $40,000.

(Photo courtesy of Citicorp Family Center, Hagerstown MD)

A Great Idea...

Do you ask parents to fill out an evaluation form so that you know how they and their children feel about the after-school program? Do you have to ***beg*** them to return the forms so that you actually know what to improve? Here's an idea from Melissa Boyd from Massachusetts:

"I have always sent a tea bag with surveys saying something like 'When you put your child to bed or you have a few moments to spare, make yourself this tea, take a deep breath, relax and enjoy the tea while you fill out this questionnaire that will ultimately help us evaluate how we serve the needs of your child. Thank you in advance for taking time to fill out this survey and time to reflect on the care your child receives.'

For the most part we receive 85% of the surveys back."

Do you have a great idea that helps you run your program that you would like to share with our readers? Send your ideas (100 words max.) to "Great Ideas," School-Age NOTES, P.O. Box 40205, Nashville TN 37204.

SAC CONFERENCES

MINNESOTA February 7-8, 2003
16th Annual MNSACA Conference, St. Paul
Contact: Shannon Pfarr-Thompson, 651-290-6277, www.mnsaca.org

NSACA CONFERENCE Feb. 27-Mar 1, 2003
15th Annual Conference, Salt Lake City, UT
Contact: www.nsacaConference.com, 800-606-0061

MASSACHUSETTS March 29, 2003
MSAC 6th Annual Conference, Marlborough
Contact: Shani Fletcher, 617-522-9563

ILLINOIS April 4-5, 2003
ISACCN/MOST Spring Conference, Wheeling
Contact: Curtis Peace, 800-649-1766, www.isaccn.org

WISCONSIN April 4-5, 2003
WISACA Conference, Waukesha
Contact: Stacy Randall, 608-758-8721

Let us know about YOUR SAC conference!

School-Age NOTES
PO Box 40205
Nashville, TN 37204-0205

ADDRESS SERVICE REQUESTED

PERIODICALS

February 2003

*****AUTO**MIXED AADC 370 98 1 313
00317611 COMP
CHARIS BACHELLER
ERIC/EECE ACQUISITIONS
51 GERTY DR
CHAMPAIGN IL 61820-7469

RESOURCES

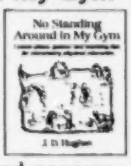
New Books from School-Age NOTES

The Spring 2003 After-School Catalog is here and subscribers should have already received it. If not, call 800-410-8780 to request yours. Featured in this catalog are a few new titles that after-school programs will want to have:

The Bully Free Classroom: Over 100 Tips and Strategies for Teachers K-8

Bully prevention and intervention strategies that are easy to understand and simple to implement. Use these strategies to develop an overall anti-bully program or immediately begin using individual strategies to teach specific social skills. Strategies also help kids learn to stick up for themselves and each other, treat each other with kindness and respect, build self-esteem, empathy, and social skills, resolve conflicts appropriately and take responsibility for their behavior. 168 pages. **$21.95 (Subscriber price: $18.95).**

No Standing Around In My Gym



A ready-to-use physical education guide that teaches school-age children basic fitness concepts, movement skills and games that emphasize creative thinking and cooperation. Increases the time children are active, helps them develop healthy attitudes that lead to a lifetime of activity and staying motivated and challenged. Includes 70 games with 39 special game variations. 150 pages. **$21.95 (Subscriber price: $18.95)**

The Colossal Book of Crafts for Kids & Their Families

Fantastic Value – Two classic craft books are now combined into one volume. From the books *Sticks & Stones & Ice Cream Cones* and *Snips & Snails & Walnut Whales* come 247 projects using easily found natural and household materials. Also includes simple techniques for stenciling, sculpting, beading, and quilting, two full-length plays, and illustrations for each activity. 517 pages. Hardcover. **$14.95 (Subscriber price: $12.95)**

(El) Horario De Los Niños - Spanish Edition of Kids' Time: A School-Age Care Program Guide

Now *Kid's Time: A School-Age Care Program Guide* is available in Spanish. A great resource that addresses: the developmental needs of children ages 5-14; creating a balanced and integrated program; arranging the environment to meet the program's purposes; and establishing partnerships with parents, schools, and communities. **$22.95 (No subscriber price)**

Volume XXIII #7 The Newsletter for After-School and School-Age Care Professionals March 2003

School-Age NOTES

ISSN0278-3126 © 2003 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Special Report

Beyond the 21st CCLC Grants: Securing Sustainable After-School Funding

by Charles Pekow

What to do when the grant expires? The 21st Century Community Learning Centers program has funded about 6,800 grantees directly from the U.S. Department of Education (ED). But the grants came with three-year time limits, leaving it up to the new programs to find ways to keep going.

Interview with Bob Stonehill

ED hasn't done an official count but figures that most of the original fundees are still operating. "We don't know definitively but many grants we made in the very first year in 1998 are still continuing, though not all at the level we started," says Bob Stonehill, chief of the program in an interview with School-Age NOTES. "A few have closed down." But most still respond to email (and) still want to come to training. Very few said 'we have closed down the program: stop bothering us.' Sustainability was a real challenge. It was not contemplated in the original statute or the original competition and three years of funding is not really enough to develop programs or allies or permanent sources of funding. It is a real challenge to get things running that quickly."

Stonehill, deputy director for academic improvement and demonstration programs at the Office of Elementary & Secondary Education (OESE), took charge of the 21st Century program at its birth as a $1 million program in 1997 and helped it grow into a $1 billion program. In his 26 years at ED, Stonehill has managed research and evaluation of programs such as Comprehensive School Reform and Smaller Learning Communities.

The original legislation allowed grants to last only three years, after which time grantees were supposed to find alternate sources of funds. Now that the No Child Left Behind Act has turned the program over to the states, however, the original grantees can apply to their states for continued funding. The legislation allows states to fund grantees for up to five years and requires matches, two factors that should aid grantees in committing to the long term, Stonehill says.

The focus on academics "is a somewhat divisive force." From the start, the 21st Century program required academic components, but [the] OESE wanted to balance academic help with other youth development components. But re-authorization has emphasized academic support.

"Sustainability is a tough issue and it will be tougher as state and local revenues are drying up" with the sluggish economy, Stonehill says.

Note: Programs in their second or third year of funding will continue to get their grants directly from Washington.

ED funded 99 grantees in 1998, the first year the program received substantial funding. The current billion dollar budget provides services for about 1.4 million youths, Stonehill says.

OESE has concentrated on helping grantees with the challenges of working with schools, finding partners and getting community support. "Another challenge is program quality. This is something we are just now turning our attention to. We spent a lot of time in the first few years on staff training, partnerships, etc., and not enough time on how you actually spend those two or three hours with kids. What activities really turn them on? What supports learning? How do you embed learning in a fun way that isn't just more [school] for kids? We'll be looking for models," Stonehill says.

"A real challenge is developing programs for older kids (seventh to ninth graders) where they can come and go on their own," Stonehill says. The field is struggling with programs that keep them interested that must involve both student-directed activities and time for and assistance with homework. "We'll look closely at how to roll that out more broadly. We're really struggling with getting older kids to come regularly."

The focus on academics "is a somewhat divisive force," Stonehill concedes. From the start, the 21st Century program required academic components, but OESE wanted to balance academic help with other youth development components. But reauthorization has emphasized academic support. "There was a

(Continued on page 6)

INSIDE

Talking to School-Agers. .2
Establishing Boundaries .3
April Activities 4-5
Women's History Month .7

Bob Stonehill, deputy director for academic improvement and demonstration programs, Office of Elementary & Secondary Education

PS 03134

Printed on Recycled Paper

"Let's Talk"

Building Relationships Through Conversation

by David Alexander, NIOST Project Associate

One of the most important components to successful child or youth literacy development includes high quality peer and adult relationships*. Interestingly enough, most of these relationships are initially developed, maintained, and elaborated by using language, often in no more formal an occasion than enjoying a conversation. In other words, people generally start the development of most relationships simply by talking! Families that own dining tables and use them twice a day to gather, chat, and eat their meals generally have higher rates of literacy development than those who eat their meals in front of a television and rarely talk*. Language is the "currency" of social exchange, essentially enabling admission into one's culture, the world of information, long-lived friendships, supportive groups, communities, and interesting ways of thinking.

The one tool all adults who work with children and youth carry with them, and share willingly at all times is the "gift of gab," or *conversation.*

We all learn and perfect our use of language by listening, talking, reading and writing about things of interest. Listening, like reading, is one of the ways of gathering information. Talking, the other side of the "conversation coin", is one of the ways we share information. The act of talking and listening has a large role in informing and developing the language one uses. People talk, listen, and read, not only the language of words, but the language of body movements, gestures, voice intonations, and faces. Alone and together, these languages help us to understand and learn about the world and the people around us. So talking is important to enabling development.

The one tool all adults who work with children and youth carry with them, and share willingly at all times is the "gift of gab", or *conversation*. Everyone can have a conversation with children or youth—once you get their attention. A conversation can be a powerful way to engage children, in order to build the positive relationships they need, and to participate in the learning processes described above. Informal learning, that which comes from ordinary living, is largely driven by conversations and experiences associated with them. Formal learning, the kind that is derived from training and schooling, is usually curriculum driven.

Talking, inspired by the human desire to connect socially with others, comes naturally to most individuals. Many of the highest quality conversations are motivated by a genuine curiosity to know more about the other person. This includes discovering interesting things about the other's life experiences, their hopes for the future, their culture, and their interests. What better way than by having a conversation to get to know the children and youth who attend your program, give them opportunities to know you, and enable their literacy development at the same time.

References:

* Lynn, Leon (1997) "Language rich home and school environments are key to reading success", Source: www.edletter.org/past/issues/1997/ja/language.shtml

Reese, Elaine (1995) "Predicting children's literacy from mother-child conversations". Cognitive Development, 10(3), pp 381-405. ERIC Journal No. EJ512385

The National Institute on Out-of-School Time, part of Wellesley College's Centers for Women, contributes an article to SAN every other month.

52

Tips for Improving Child-Adult Interaction in After-School Programs

by Ingrid Griffee

✓ Modify staff job descriptions to include listening to children.

✓ Assign one adult a day who is free from administrative duties so he/she is available just to listen and engage with children.

✓ Assign busy work tasks to older children in order to free staff for listening.

✓ Sit down and eat snack with the kids.

✓ Inform parents of your new focus on listening so staff won't feel pressured to "look busy" in front of parents.

✓ Have projects ready to go so staff can focus on interacting with children instead of controlling the project.

✓ Occasionally schedule staff to an administrative task that removes them from the children. Or allow staff members 10 minute breaks from the children. This gives the staff time to "recharge" so that they're more able and willing to appropriately engage with the children.

✓ Remind the staff that time always flies faster when we "forget ourselves." Quit looking at the clock and engage with the children.

Excerpted from Listening to Children in School-Age Care Programs *by Ingrid Griffee of Salt Lake City, UT.*

School-Age NOTES

Subscriptions: $26.95/12 issues

Send Inquiries To: School-Age NOTES
P.O. Box 40205, Nashville, TN 37204
615-279-0700, (Tollfree) 1-800-410-8780
(FAX) 615-279-0800

Editor/Publisher: Richard T. Scofield
Managing Editor: Joyce Jackson
Office Manager: Mary-Helen Marigza

SCHOOL-AGE NOTES (ISSN 0278-3126) is published monthly for $26.95 per year by School-Age NOTES, Inc., 2809 Azalea Pl., Nashville, TN 37204. Periodicals Postage Paid at Nashville TN. **POSTMASTER:** Send address changes to School-Age NOTES, P.O. Box 40205, Nashville TN 37204-0205.

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

10 Guidelines for Establishing Clear Boundaries

Restorative Justice – Part 2

by Linda Kavelin Popov

In our February issue we published excerpts from Popov's book, The Virtues Guide™, *about "restorative justice." Here we continue with guidelines necessary for creating an environment conducive to restorative justice.*

One of the things needed in a discipline system based on Restorative Justice is some clear ground rules, including the "bottom line behaviors" which will not be tolerated in your [after-school program.] Having these ground rules in place is an important way to create a safe haven.

The ground rules need to be relevant to your specific expectations...for your particular population, based on behaviors you see and the behaviors you want to see.

Be Moderate – Choose a few ground rules and make them stick. There should be no more than three to five. Long lists of rules are too hard to learn and memorize. Keep your list of boundaries short and also measurable. For example,

Our School Rules

We have zero tolerance for:

Drugs and alcohol on our premises.

Damage to property.

Rough play, threats, harassment, weapons or anything resembling weapons.

Leaving school grounds without permission.

Throwing rocks or any other harmful objects.

Be Specific – The ground rules for your [program] need to be relevant to your specific expectations...for your particular population, based on behaviors you see and the behaviors you want to see.

Be Positive. Base Rules on Virtues – Avoid expressing rules in the negative. In your daily interactions, guide children to what you DO want them to do instead of warning them about what you DON'T want them to do. "Don'ts" put ideas in their heads!

Positive rules DO help. For example:

Be Considerate. Walk in the halls.

Be Kind to people, feelings and things.

Be Respectful in action and words.

We are Peacemakers. We use words instead of fists.

The goal of correction is to restore justice and to restore the child to the community ...not isolate the perpetrator.

Give Specific, Relevant Consequences – When a bottom line negative behavior occurs, that is a time to bring in a consequence. Make sure that whatever consequence occurs is very specific and chosen by the student [but] be sure it is fair and in proportion to the "crime." Children tend to come up with overly harsh and punitive amends for themselves, so be sure they are being fair to themselves. Some examples of amends that are fitting and fair:

Destruction of property – replacement of property

Punching – apology and doing a service for the person.

Dropping someone's lunch on the floor – giving up one's own lunch.

Use Consequences Which Are Educative, not Punitive: Restorative, Not Retributive – The goal of correction is to restore justice and to restore the child to the community or to the group, to repair the relationship, not isolate the perpetrator, to build character in the long term, not just get rid of the problem and the perpetrator. [An example might be]: replace the "Naughty Chair" with the *Courtesy Corner*. Focus on time out as a recovery in order to rejoin the group and recover their courtesy, respect, [or] cooperation.

Be Consistent – Assume that children will test the limits, sometimes forget the rules, or just be having a bad day. Regardless of the reason for the lapse, trustworthiness demands that the bottom line rules be automatically enforced. Students will only trust those rules that are constant and consistent. So only make bottom line rules you can enforce.

Communicate Rules Clearly – Post the Boundaries and make sure that parents receive a copy. Use visuals. Use humor. One test of effective rules is, how easy are they to memorize? Clever sayings or rhymes will help, such as, "On time every time." "We dare to care."

- Have a student handbook which clearly states both the vision and the bottom line rules and consequences.
- When introducing the rules at the beginning of the year, remember to keep them short, sweet, and positive – focused on the virtues.
- After students have consulted on the shared vision, post it in hallways and common areas.
- Have students create posters with the vision statement.
- Ask students reminder questions, especially at the beginning of the year: "When the bell rings, what do we do?"

When Students Receive Consequences, Be Sure They Understand the Reason – After a time out in the Courtesy Corner, always call them back to the virtue which lapsed, "What is a friendly, respectful way you could have gotten Mary's attention?" "What will you do to make amends to Mary?"

Make Bottom Line Rules Non-Negotiable – Ground Rules must be things that are non-negotiable so that everyone is clear that there is zero tolerance for them. Be sure to think about this before you make something a rule. [Also] explain the consequences for infringement of the ground rules.

Make Your Expectations Clear - Make personal boundaries clear; make decisions without pressure; give consent within boundaries; use quick, gentle, pre-agreed ways to call students to attention; acknowledge the cooperation of those who respond positively to boundaries; put regular expectations into clear boundaries.

Popov's book The Virtues Project™, Educator's Guide *can be found at most bookstores or ordered directly from the publisher, Jalmar Press at 800-662-9662 or go to www.jalmarpress.com.*

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

Earth Day

Earth Day is April 22. Contact a local store to get donations of brown paper grocery bags. Let every child decorate the bags with Earth Day messages concerning the importance of the environment, recycling, etc. Return the bags to the store to be distributed to shoppers on that day. For more information visit www.earthdaybags.org.

What other Earth Day activities can you do? Do a neighborhood litter clean-up; set up recycling bins in the school or program; plant trees or flowers; create a vegetable garden.

Wind Chimes

Gather materials that make noise when tapping together – shells, nails, frozen juice can lids, shapes cut from aluminum pie tins, etc. Punch 8 holes equally spaced around the edge of a plastic coffee can lid. Attach a length of string to the chimes - either by tying on, gluing on, or punching a hole and threading the string through. Then thread the other end of each string through the holes in the lid. Punch two more holes on opposite sides of the lid to tie string through in order to hang the wind chimes.

Rain Sticks

Rain sticks made from dried cactus are popular in South America. The cactus thorns are pushed into the hollow shaft and then it is filled with pebbles. Find a rain stick to bring to the program, then have children make their own. Poke pins into a paper towel tube and cover with pieces of tissue paper using a glue and water mixture. Cover the bottom of the tube with tissue paper (use two layers of tissue to make it sturdier) and pour rice into the tube filling it about 1/3 of the way. Close off the top with more tissue paper.

Gooey Recipes

Gak

Combine 1 cup of water and 1 tablespoon of Borax and set aside. Combine 1/4 cup of water and 1/4 cup of glue. add 1/2 cup of the water and Borax solution to the water and glue mixture. Color with a drop of food coloring if desired. Stir completely.

Face Paint

Combine 1 teaspoon of cornstarch, 1/2 teaspoon of water and 1/2 teasoon of cold cream. Add a drop of food coloring. Apply with a cotton swab.

Playdough

Combine 4 cups of flour, 4 cups of water, 2 cups of salt, 8 tablespoons of cream of tartar, 1/2 cup of vegetable oil and a couple of drops of food coloring over low heat until the consistency of a dough..

Spring Crafts

Wooden Spoon Bunny Pin

Glue two wooden ice cream spoons together at an angle so that the handles form a V for ears. Mix together one part glue with two parts white paint and paint the bunny, then sprinkle on clear glitter (optional). Glue on small googly eyes and a small pom pom for the nose. Glue a safety pin to the back. Use a piece of tape to hold the pin in place until the glue dries.

Butterfly Magnet

Glue two wooden craft spoons together in an X for the wings. Glue one spoon over the top for the head and body. Paint or decorate. Glue pipe cleaner antennae and googly eyes on. Attach a magnetic strip to the back.

Egg Tree

This requires a little finesse but can be done. Staff will need to prepare the eggs by poking pin holes in each end of the egg and gently scraping the edge of the hole until it's big enough to slide onto a thin twig-like branch. Then gently blow the egg yolk out of the egg shell and into a bowl. Save egg yolks to make a big omelet or scrambled eggs.

Keep intact empty egg shells in a safe protected place, like the egg carton. Let children select one or two to decorate with paints, crayons and dyes. Caution them that the shells are fragile. OR, have children decorate eggs first, then staff take the yolk out.

Find a multi-pronged tree branch and erect upright using a lump of clay or a plant pot with dirt to hold steady. Children decorate the tree by gently sliding the decorated egg shells onto different branches.

The Worm

Divide into groups of 3 or 4. Each group holds hands to form a worm and spreads out away from other worms. Worms try to tag other worms. Once caught, the worm that was touched lifts up the arms while the other group weaves in and out. The two worms join into one big worm and the game continues until everyone is connected.

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Stacy Hill* of Woodinville, WA. Illustrations by *Julie Sorensen* of Danville, NH.

44 Activity Ideas

The minimum number of Activity Ideas in this issue is 44 .

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

APRIL IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
SPRING FLING	***Spot the first...*** Have kids record when they find the first signs of spring: azalea or dogwood blooms, robin redbreast, iris shoots emerging, etc.	***Spring Clean...*** Have a day of picking up trash around the program space - inside and out.	Make windsocks by decorating 12"x18" paper. Glue crepe streamers along one side. Roll into a tube and staple. Punch two holes in top and thread string.	Wrap rubber bands around hardboiled eggs or cover them with paper reinforcements before dyeing them. Use toilet paper tubes for displaying eggs.	Have a field day in which kids compete in relay races, kickball games, rope jumping, anything to burn off energy after a long winter cooped up inside.
SPECIAL DAYS	***April 4 - School Librarian Day:*** Make a card or gift for the school librarian in appreciation of her/his work. Maybe donate a book in their name.	***April 7 - World Health Day:*** Kids divide into groups and research the health standards of different countries. How do they compare to home?	***April 10 - Encourage a Young Writer Day:*** Ask kids to write articles that can be published in the program newsletter.	***April 22 - Earth Day:*** Put together a "creation station" with only recycled materials like boxes, cardboard tubes, plastic lids, etc. for kids to build with.	***April 29 - National Puppetry Day:*** Make different kinds of puppets. Have puppet shows.
ANIMALS	***Animal Print T-shirt*** - Dip animal-shaped sponges into fabric paint. Gently press onto a white t-shirt.	***Foam Ball Caterpillar*** - Paint foam balls. When dry, attach together with a toothpick. Use pipe cleaners for legs and antennae. Glue googly 'eyes.'	***Animal Faces*** - Everyone paint noses, whiskers, stripes or spots on their faces. Who is the most creative? scary? cute?	***Animal Charades*** - Play charades and act out animals. Try to use the oddest animals you've ever heard of - such as duckbilled platypus, Komodo dragon, etc.	***Pet Bulletin Board*** - Kids bring in pictures of their pets and post on a bulletin board with information about them.
ASTRONOMY	Make a wall calendar for April and together determine when the different phases of the moon will occur. What does the "new moon" mean?	To the moon! Have each child write a short story about taking a trip to the moon. How would they travel? What would they take? What would they find?	Take a field trip to a local planetarium. Ask the children to remember as much as they can about the solar system that they'll learn while there.	Hang a wall chart of the solar system with detachable planets. Leave in place for a day, then remove the planets and have kids work together to find where each goes.	NASA announced the first 7 astronauts of the modern space program on April 9, 1959. Who were they? Who went on to become a U.S. Senator?
EARTHWORMS	After an April shower, go outside in the yard area of the program to see if earthworms have emerged from underground. Or take small trowels and dig lightly in soil to find.	Start an earthworm bin in a clear plastic container with soft soil. Add the worms found in the soil outside.	Be a bookworm. Make laminated bookmarks with colorful, squiggly earthworms. Read *Keeping Minibeasts-Earthworms* or *Squirmy Wormy Composters.*	*Worm Art:* Dip cooked spaghetti noodles in paint and lay on a piece of paper. Carefully lift the noodle off the page. Try with thick yarn or cord.	Have a wormy snack. Make Dirt Cups by layering crushed graham crackers in a clear plastic cup topped with chocolate pudding. Add a few gummy worms.
PLAY BALL	Hank Aaron broke Babe Ruth's career homerun record on April 8, 1974. Compare these two men's life stories. What kind of record would you like to break?	Make baseball pennants with construction paper or fabric scraps. Make them for the school or the after-school program.	Read the poem "Casey at the Bat" by Ernest Lawrence Thayer. Talk about what it means to be a good sport.	Have a softball pitching contest. Who can throw the ball the farthest?	Have a traditional American baseball snack - hot dogs, peanuts, pretzels - even Cracker Jacks!

Stonehill...

(Continued from front page)

real philosophical difference between youth development [professionals who say] that the worst you can do for these kids is to do more academics in after-school hours. But both the youth development field and education field have recognized the power of the middle ground, Stonehill notes. "All the other things aren't going to help kids if they fail in school or drop out of school. There is more common ground now."

The agency wants to explore further, ...the degree to which these programs improve academic performance.

Even with the program operated by states, OESE gets to use 1% of the program's budget (about $10 million) for research, evaluation, etc. The agency wants to explore further, with foundation help, the degree to which these programs improve academic performance. It plans to look at what strategies and materials help with academics and share the info. This summer, probably in June, OESE plans to schedule a summer institute. It hopes to attract about 1,200 people to Washington, probably for two days, to discuss how to make academic enrichment fun.

Struggling with Sustainability

Calls to a handful of the original three-year grantees found that they have indeed been struggling with sustainability and have responded in various ways when the grant expired. Camp Success of the Huntsville, AL City Schools got about $836,000 a year for its first grant. No problem for them when the grant expired. It got another three-year $1.4 million grant from the same source, says program director Carolyn Kelley. And Camp Success is branching out. We partnered with community programs. They help us out as we helped them out in the first grant," Kelley says. Camp Success worked with four local colleges to provide teacher aides and mentors. It is trying to get state money and gets help from the city.

On the other hand, the Calabasas Middle School 21st Century CCLC of Santa Cruz Valley United School District #35 in rural Arizona closed its doors when its $185,887 a year grant expired and it failed to replace the funding.

Little Rock Leaders found a bittersweet middle way. The Little Rock (AR) School District got about $380,000 in annual funding for the first three years and a bigger grant of about $650,000 for three more years. "We were actually one of the fortunate ones," says 21st Century Grant Director Clem Allen McDuffie. But the second grant serves four schools not served by the first grant. The sites at the first three schools had to close for lack of support, she says.

The district is trying to get help from the city and other public and private sources to keep going, "but with everybody having such budget cuts, it's gotten difficult," McDuffie says. "I speak to churches, neighborhood associations and neighborhood alert centers to bring in community involvement. It's not as successful as I'd hoped," McDuffie laments. But some middle schools are running after-school programs with Safe Schools money.

21st Century and other temporary funding sources won't solve the school-age problem.

But 21st Century and other temporary funding sources won't solve the school-age problem. Armed with about $200 million in federal, state and local support, the After School Intermediary project in California has helped develop local coalitions to keep school-age projects funded. In conjunction, Andi Fletcher, lead intermediary for the after- school program at the Center for Collaborative Solutions in Sacramento, has written and twice revised in two years a paper entitled Balanced & Diversified Funding: A Formula for Long-Term Sustainability for After-School Programs. "While most after-school programs rely heavily, if not exclusively on state and federal funding, communities that are experiencing the greatest success understand that the sustainability of after-school programs is primarily a local responsibility," she writes. "Without permanent local funding through strong, local constituencies, after-school programs simply will not survive."

"Without permanent local funding through strong, local constituencies, after-school programs simply will not survive."

– Andi Fletcher

Successful urban programs in California have obtained funding from city, county, school district foundation and corporate sources. The successful long-term formula consists of the "20 percent rule," in which each of these five sources commits a fifth of necessary funds for a long time. The commitment comes in the form of unrestricted money, not in-kind labor or supplies, which coalitions worry about after getting the commitments. Fletcher suggests that the formula not include temporary funding, such as 21st Century grants that last only a few years.

Fletcher told School-Age NOTES that the formula has worked best in urban California. Rural communities may lack supportive institutions and have to modify it. Sometimes rural health care districts have taken the place of cities, she states. What if policy disagreements or a budget crisis inhibits a partner from paying its share? "Budget crunches by one or more of the partners are always possible, and therefore the best way of avoiding this is to institutionalize and publicize the funding arrangements early as possible so it becomes politically difficult for a partner to pull out," Fletcher responds.

Charles Pekow is the Washington correspondent for SAN. This report was written exclusively for SAN readers.

56

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

10 Women Who Changed History

March is **Women's History Month**. Provide activities that help school-age children understand the important role women have played in making the world a better place to live. Below are 10 questions about famous women and their contributions. Use this list to stimulate conversation with the school-agers — boys and girls alike. Have pairs or groups of children research the lives of each woman and explain to the rest of the group why she is important. Perhaps encourage girls to research and then role play one of these women, complete with period costumes.

1. Which mother led a 125–mile march of child workers all the way from the mills of Pennsylvania to President Theodore Roosevelt's vacation home on Long Island? **Mary Harris "Mother" Jones (1830–1930). Her goal for the march was to bring the evils of child labor to the attention of the president and the national press.**

2. One of the most important Union spies and scouts during the Civil War was a Black woman who had escaped from slavery. **Harriet Tubman (1820–1913), who also led over 300 people in their escape from slavery via the system of safe–houses known as the Underground Railroad.**

3. Before the 1960s, farm workers in the U.S. were not paid even the minimum wage, and had no influential representatives to fight for their rights. What Chicana labor activist played a role in changing this situation? **Dolores Huerta (b. 1930), co-founder of the United Farm Workers union in 1962 and served for over two decades as its vice–president and chief lobbyist.**

4. Who is considered "the world's foremost female experimental physicist?" Her most famous experiment disproved what had been thought to be a fundamental scientific law. **Chien–Shiung Wu (1912 – 1997) received both the National Science Medal and the internationally respected Wolf prize for her scientific research.**

5. Who was the last reigning monarch of the Hawaiian Islands, deposed when American business and military interests wanted to annex Hawaii to the U.S.? **Queen Liliuokalani (1838–1917).**

6. Her 1939 Easter Sunday concert on the steps of the Lincoln Memorial drew a crowd of 75,000. Who was she, and why was she singing there? **Marian Anderson (b. 1902), who had earlier been barred from singing in Washington's Constitution Hall because she was Black.**

7. Who printed the first copy of the Declaration of Independence that included the signers' names? **Mary Katherine Goddard (1738–1816), newspaper publisher, had such a strong reputation in the colonies that when Congress fled to Baltimore in 1776 they trusted her with the revolutionary task of printing their treasonous document.**

8. Who is regarded as the greatest ballerina born in America? Her father was the Chief of the Osage Indians. **Maria Tallchief (b. 1925), gained international stardom as prima ballerina of the New York City Ballet in a career that spanned 23 years.**

9. Who is considered the mother of the environmental movement? **Rachel Carson (1907–1964), a writer and biologist, touched off a controversy about the environmental effects of pesticides with her 1962 book, *The Silent Spring*.**

10. Daughter and granddaughter of Paiute Indian chiefs from Nevada, she lobbied Congress, wrote extensively, and traveled across country during the late 1800s lecturing on the hardships brought upon Native Americans by the U.S. Government. **Sarah Winnemucca (1844–1891). Her autobiography, *Life Among the Piutes: Their Wrongs and Claims*, was one of the first books by a Native American.**

*For more on Women's History month go to **www.nwhp.org**.*

(Photo courtesy of Cincinnati Family Center Registration MD)

SAC CONFERENCES

KENTUCKY March 7-8, 2003
Annual KYCSACC Conference, Louisville
Contact: Debbie McCune, 270-228-9455

MASSACHUSETTS March 29, 2003
MSAC 6th Annual Conference, Marlborough
Contact: Shani Fletcher, 617-522-9563

ILLINOIS April 4-5, 2003
ISACCN/MOST Spring Conference, Wheeling
Contact: Curtis Peace, 800-649-1766, www.isaccn.org

WISCONSIN April 4-5, 2003
WISACA Conference, Waukesha
Contact: Stacy Randall, 608-758-8721

CALIFORNIA April 10-12-2003
21st Annual CalSAC Conference, Sacramento
Contact: 415-957-9775, www.calsac.org

UTAH May 30-31, 2003
Comprehensive Child Care Provider Conference (includes school-age), Murray
Contact: 801-747-0344

Let us know about YOUR SAC conference!

School-Age NOTES

SEND TO: P.O. Box 40205 • Nashville, TN 37204 • 615-279-0700

Yes, sign me up for: ❑ New Subscription ❑ Renewal

❑ 1 year $26.95 | ❑ Canada $29.95 U.S. Funds | ❑ Foreign $31.95 U.S. Funds
❑ 2 years $49.95 | ❑ 2 years $55.95 U.S. Funds | ❑ 2 years $59.95 U.S. Funds

Payment (must be included): ❑ Check or money order ❑ VISA ❑ Master Card

Card #: _____ Exp. Date: _____

Name _____

Program Name _____

Address _____

City / State / Zip _____

School-Age NOTES
PO Box 40205
Nashville, TN 37204-0205

ADDRESS SERVICE REQUESTED

PERIODICALS

March 2003

*****AUTO**MIXED AADC 370 96 1 271
00388265 COMP
DIANNE ROTHENBERG
ERIC/ECE ACQUISITIONS
CLG OF EDUC/UNIV OF IL
51 GERTY DR
CHAMPAIGN IL 61820-7469

RESOURCES

Japanese Resource

Kamishibai for Kids is a resource of Japanese stories that promote literacy, character development and cultural diversity.

Kamishibai is a story form that is picture-storytelling. Each story includes a portfolio of 12 to 16 large, sturdy oaktag cards beautifully illustrated in color by a Japanese artist. The back of each card has the text of the story in both Japanese and English and the stories are written in dialogue rather than narrative format, adding to the drama and appeal of the story.

The story cards are perfect for large or small groups and encourage the children to become involved in the storytelling themselves.

Call 800-772-1228 or 212-663-2471 for a free catalog or go to www.kamishibai.com.

Creative Diversity

Creative Diversity™ offers "one stop shopping" for everything you need to improve the multicultural environment of your program. If you're ready to take your program beyond the "tourist curriculum" this resource will help you create total immersion activities for cultures from around the world.

Resources include recorded music, books, art and crafts materials, manipulatives, posters, wall hangings, rugs, clothing, instruments, games, and much more.

Go to www.creativediversity.com for the complete catalog, or call 888-802-9431 to request a catalog.

ACA Resource

The American Camping Association has a resource catalog of books and other materials to aid in the development of summer and outdoor programs. One resource in particular that they offer is *The Kids Summer Games Book* with 150 games and activities specifically for summer.

To request a catalog call 800-428-2267 or go to www.ACAcamps.org.

Health Resources

ETR Associates offers a catalog of health education materials focusing on tobacco, alcohol, drugs, sex education, violence, and more. Resources include pamphlets, posters, videos, and displays. Many titles are available in Spanish. All age ranges are included, with an emphasis on middle school youth and teens. Features colorful posters like "101 Ways Not to Smoke" and "101 way to Get High Without Drugs."

Call 800-321-4407 to request a catalog or go to www.etr.org.

Volume XXIII #8 The Newsletter for After-School and School-Age Care Professionals April 2003

School-Age NOTES

ISSN0278-3126 © 2003 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Mathematica Report on 21st CCLC Leads to Threat of Funding Cuts

Slash Sought in 21ST Century Funding

by Charles Pekow

A drastic 40 percent cut in the 21st Century Community Learning Centers Program was proposed by the administration. The program has "failed to produce results," the Department of Education (ED) said as it released a contracted report on the topic. So the federal budget for FY 04, which begins next October, proposes slashing funding for the after-school program from $1 billion to $600 million and redirecting the money to other education programs "that hold more promise for improving education outcomes."

(Continued on page 6)

Reaction was swift from after-school and 21st Century Community Learning Center advocates when President Bush announced a plan to cut 40 percent out of the 21st CCLC budget due to a less than favorable report from Mathematica Policy Research Inc., which conducted a study of seven programs during their first full year of operation.

"This cut will literally kill the program [if it passes]..."
– NCEA spokesperson

The key finding according to the executive summary of "When Schools Stay Open Late: the National Evaluation of the 21st-Century Community Learning Centers Program" was "that while 21st-Century after-school centers changed where and with whom students spent some of their after-school time and increased parental involvement, they had limited influence on academic performance, no influence on feelings of safety or on the number of "latchkey" children and some negative influences on behavior."

In a call to action, the National Community Education Association (NCEA) stated that, "It appears that Bush is using the much-flawed Mathematica Study as the basis for cutting the program - indicating that the program is a failure. This cut will literally kill the program as there will be only enough 21st CCLC funding to provide the continuing years of the grants that have already been awarded.

"We know the tremendous success this program has had. We know the difference it has made in thousands of kid's lives. We also know that it has allowed parents to have their kids in a safe and nurturing environment after school."

Judy Samuelson, executive director of the Afterschool Alliance points out that the original intent of the 21st CCLC program was not to improve academic scores. That focus was added after programs had been funded and started. Samuelson said, "When the 21st CCLC initiative was conceived, programs were directed to choose 4 of 13 activities around which to build a program.

(Continued on page 2)

INSIDE

Remembering the Dream .3
May Activities 4-5
War & Other Crises 7
Children's World 7

Not Every Program After School is an After-School Program

by Rich Scofield, Editor/Publisher

A recent question about resources and best practices for after-school programs for 13-19 year olds that focus on teachng literacy and life skills made me revisit the issue of defining and setting the boundaries of what I call "after-school programs."

Within the last couple years, I've noticed that the term "after-school program" has been used to describe very different concepts with the only commonality being they are programs run after school (or during out-of-school time) that serve children and youth who are still attending grade school through high school.

My work for over 25 years has been with what used to be called in the 1960's and early 70's "school-age day care," which changed to school-age child care. In the late 1980's that changed to "school-age care" to avoid alienating middle schoolers and to avoid legal definitions that might limit "child" to 12 and under.

I define "after-school program" or "school-age care" as accountable and usually regulated care of elementary

(Continued on page 2)

Printed on Recycled Paper

Not Every Program...

(Continued from front page)

offered to parents who are working or otherwise unavailable and do not want to leave their children home alone to be faced with the isolation and dangers of being "latch-key children."

The popular, federal 21st Century Community Learning Centers program increased a thousand-fold going from $1 million in 1995 to $1 billion in 2002. However, there has been a change in the focus of that program. It originally was a program to open up schools for broader use by their communities. Today it's distinguishing characteristic is its emphasis on academic improvement. Now, I see people using the term "after-school program" to mean "after-school education." Certainly the vast majority of kids who need care after school do not need extra education after school but rather opportunities to meet the other three developmental needs besides cognitive of social, emotional, and physical developmental growth.

Stretching the term "after-school program" to include 13-19 year olds for a program to help them with literacy and life skills gives yet another concept to that which started out as school-age day care. It seems to me programs that happen after school for 13-19 year olds would best be called "teen programs." A person using an accountable care model of middle school after-school care programs would have a different set of resources and best practices from someone thinking of literacy and life skills programs for teens after school.

For 80 years our profession has struggled with exactly which programs do we include and what is our definition. It seems it is time to once again address this issue.

Mathematica...

(Continued from front page)

Improving test scores was not one of those activities. The presentation of Mathematica's findings certainly leads people to believe that the focus of the 21st CCLC program was always on academic achievement..."

Samuelson added, "...whether or not Mathematica found significant academic gains among these programs is not the only thing that determines whether they work. 21st CCLC after-school programs, like most after-school programs around the country, do not view themselves as a substitute for the school day, but rather as an enhancement."

"This evaulation alone should not be the basis for a 40 percent budget cut to the program, especially when years of other credible evaluations reached conclusions that directly contradict those in this study," Samuelson added.

The other studies Samuelson referred to include an analysis of LA's BEST program, a study of California's After School Learning and Safe Neighborhoods Partnerships Program, and an evaluation of The After School Corporation's (TASC) program.

School-Age NOTES will continue to follow the controversy and will report in future issues the outcome of the conversations, debates, studies, and policies as they affect 21st CCLC programs.

A Voice from the Field...

Glynis Hull wrote two 21st CCLC grants for Spokane Public Schools, Spokane, WA, one of which was the middle school program (3 schools) included in the Mathematica study. The program is called The Hubs--Centers of Activity.

"I feel betrayed by the Mathematica report. It would seem we were expected to change the world in the first year."

"We were one of the sites chosen to participate in the Mathematica study of middle schools. From the get-go participation was a painful, annoying process but we complied as we could. When they started the research here we were into fall of our second year (2000) as they pointed out in the study. What they didn't point out was what we were doing that first year. This grant was to be the opportunity to build a program for all students, where they could find enriching activities for all interests. But we were starting at ground zero with no experience to build on except after-school child care for the K-4 crowd.

Personally, I feel betrayed by the Mathematica report. It never really did give us a chance to put our best foot forward. It would seem we were expected to change the world in the first year. C'mon folks, NO program is that good! What we have succeeded in doing over time needs to be recognized: kids who have better attitudes about school because they finally had success in a school-sponsored activity; kids who for the first time in their lives can dare to dream because they have an opportunity to travel beyond their neighborhood to see what life is like in other places; kids who finally have a friend in a caring mentor; kids who can create something with their own hands that people actually come to look at; shy kids who can now step out on a stage and dance to the drums of their heritage; parents now coming to school activities who never came before; parents who are better parents because they attended parenting classes; families who come together for skate nights, park nights, craft nights. Give our students time and a chance and the rest will follow, and is following. Success begets success, and kids that find success in the after-school hours start finding success in the in-school hours.

To President Bush I say, please give our programs a second look because they ARE working. Please look at more current studies that show the marvelous impact after-school programs are having on kids. Please don't torpedo our programs just as they are gaining full stride and we are seeing the bountiful fruits of our labors with the kids. Please don't leave behind the kids we love."

Glynis Hull

Washington State University, Spokane

School-Age NOTES

Subscriptions: $26.95/12 issues

Send Inquiries To: School-Age NOTES
P.O. Box 40205, Nashville, TN 37204
615-279-0700, (Tollfree) 1-800-410-8780
(FAX) 615-279-0800

Editor/Publisher: Richard T. Scofield
Managing Editor: Joyce Jackson
Office Manager: Mary-Helen Marigza

SCHOOL-AGE NOTES (ISSN 0278-3126) is published monthly for $26.95 per year by School-Age NOTES, Inc., 2809 Azalea Pl., Nashville, TN 37204. Periodicals Postage Paid at Nashville TN. **POSTMASTER:** Send address changes to School-Age NOTES, P.O. Box 40205, Nashville TN 37204-0205.

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

Keeping His Dream Alive

35th Anniversary of MLK Assassination

Editor's Note: *April 4, 2003 marks the 35th anniversary of the assassination of Dr. Martin Luther King, Jr. In commemoration, the editors at School-Age NOTES wanted to take this opportunity to offer ideas that after-school and summer programs can do to continue building on Dr. King's vision of equal justice and opportunity for all.*

The Birmingham Pledge

The Birmingham Pledge is an effort of the Birmingham, Alabama community to recognize the dignity and worth of every individual, and to share with the world their commitment to eliminate racial prejudice in the lives of all people. Many important events related to the struggle for civil rights were centered in Birmingham, including the tragic bombing of the 16th Street Baptist Church where four young African-American girls were killed. That church still stands in the heart of Birmingham where across the street the Birmingham Civil Rights Institute offers attendees an excellent and moving historical account of the Civil Rights movement and human rights issues that still affect a large part of the world.

The pledge is a personal daily commitment to remove prejudice from our own lives, as well as the lives of others, and to treat all people with respect.

Many classrooms or entire schools around the world have signed the pledge and have pledge drives in which they endeavor to collect pledges from classmates, family members, neighbors and others. After-school programs can embark on a similar program. As a service project your program can set a goal of so many pledges collected from schoolmates and teachers by a certain date.

Go to www.birminghampledge.org for complete information on the pledge and how to sign it online.

The Birmingham Pledge

I believe that every person has worth as an individual.

I believe that every person is entitled to dignity and respect, regardless of race or color.

I believe that every thought and every act of racial prejudice is harmful; if it is my thought or act, then it is harmful to me as well as to others.

Therefore, from this day forward I will strive daily to eliminate racial prejudice from my thoughts and actions.

I will discourage racial prejudice by others at every opportunity.

I will treat all people with dignity and respect; and I will strive daily to honor this pledge, knowing that the world will be a better place because of my effort.

The Peace Pole Project

Another project your after-school program can embark on is to erect a Peace Pole. A Peace Pole is a monument that displays the message "May Peace Prevail on Earth" on each of its four or six sides – usually in different languages. There are more than 200,000 Peace Poles in 180 countries all over the world. Usually a Peace Pole is 8 ft. tall and is handcrafted. It is often sunk in the ground in a courtyard or garden it typically marks a place that is dedicated to peace.

To make this an inspiring and educational project, take some time to plan a permanent peace pole spot somewhere in the community – either somewhere on the school grounds, the program grounds, in a nearby community park or garden spot. Enlist the help of parents, teachers, principles and other community members. This project will take some time to plan and carry out so keep children's enthusiasm high with the tasks they are responsible for researching and carrying out. This might include learning the phrase "May Peace Prevail on Earth" in different languages; making a decision on which languages to use on the pole; planning a permanent garden to go around the pole; planning for upkeep and maintenance of both the garden and pole (which will be an ongoing job); planning a presentation ceremony, etc.

Parents and other community members can be enlisted to help with fundraising, digging and planting the garden, making the pole, and publicity.

Go to www.peacepoles.com for more information or www.worldpeace.org, where you can find the World Peace Prayer "May Peace Prevail on Earth" in virtually every language.

Heading Off Conflict

Beyond the community service aspects of these two projects, children who are engaged in the projects will learn more about resolving conflict in their own lives. We know when children are involved in creating the program rules they are more likely to obey them. In the same way, once children get into a project in which they are encouraging and teaching others about eliminating prejudice or promoting peace, they'll be more likely to manifest these principles in their own lives. Children take pledges and promises as solemn commitments. Just as they expect others to fulfill their pledges and keep their promises, they also expect it of themselves.

Being a "Helper"

In this time of national debate over yet another war, these particular projects can also help school-agers feel that they are doing something tangible and positive that will ultimately benefit us all. When Fred Rogers (see page 7) was asked what we should say to children when something scary happens on the news, he said his mother would tell him to "Look for the helpers. You will always find people who are helping." The Birmingham Pledge and Peace Pole projects are just two ways that school-agers can be empowered to be "helpers."

¡Fiesta!

May 5 is *Cinco de Mayo* and Mexican-American communities enjoy a day of celebrations. While often considered the Mexican Independence Day, this day is actually to commemorate the defeat of the French army in the town of Puebla, Mexico in 1862. Mexican-American communities celebrate the day to focus on Mexican pride and culture.

Plan a Cinco de Mayo party for your program. First, invite someone from the community or a parent in the program to come in and share ways of celebrating Cinco de Mayo. Ask for their help in making this an authentic celebration. Then divide the children into teams to plan different parts of the party.

Decorations

One team will make decorations for the room:

1.) Using red, green and white strips of paper make paper chains to hang about the room or use crepe paper for streamers.

2.) Make tissue paper flowers. Layer multi-colored squares of tissue paper - about 3 to 5 layers per flower. Fan fold the paper and then bind together with a twist tie or piece of pipe cleaner. Carefully open the flower by pulling the different layers of paper upward or downward to separate the layers.

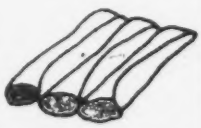
3.) Make a piñata for a decoration but also for part of the celebration. An easy piñata is to blow up a balloon then cover it with papier-mâché material (liquid starch works well) along with crepe paper streamers. Children can shape the papier-mâché into an animal shape or some other fun shape. Let the piñata dry completely then break the balloon; the piñata should retain its shape. Fill the piñata with candy and small toys and cover the opening with tissue paper. Hang in the center of the room and let the breaking of the piñata be the culminating fiesta activity.

4.) There will be lots of music and dancing at your fiesta, so make these ribbon dance streamers to liven up the dances:

Glue strips of red, green and white ribbon around a paper towel roll tube, either diagonally or horizontally. Punch 9 holes in the bottom of the tube with a hole punch. Cut three strips each of the red, green and white ribbon into 46 inch lengths. Tie a knot in the top of each ribbon. Thread the ribbon through the hole so that the knot is on the inside of the tube.

When dancing, wave the ribbon streamers about for a colorful effect.

Food



Another team of children will come up with a menu of delicious foods to eat. Encourage this team to look beyond the typical "tex-mex" types of food we're all familiar with. Provide them with Mexican cookbooks to offer more authentic fare. This is where a parent of Mexican heritage may come in handy. Since Puebla, Mexico is the site of the victory being celebrated, look at one of the famous dishes from that town called *mole poblano de guajolote*. Find out what this is and try to find a way to make it and serve it.

This team can also give the other children lessons in making corn tortillas using cornmeal, water and a tortilla press, or even getting more authentic and grinding corn with the *metate* and *molino de mano*.

Music

The third team of children can research Mexican music and come up with several traditional songs for dancing. Have this team find popular folk songs in Spanish that they can teach the other children. Some song suggestions include *De Colores*,(for singing), and *Las Olas*, *La Cucaracha* and *La Raspa* for dancing.

A good source for music is the CD, **Universe of Song** *in Spanish and English. Available from School-Age NOTES for $15.95 ($13.95 for subscribers) plus $4.95 shipping/handling.*

Mother's Day

Here are some interesting Mother's Day gifts using plastic laundry scoops:

Scoop of Hugs & Kisses

Fill the laundry scoop with candy hugs and kisses or chocolate kisses. Cut a large piece of plastic wrap. Set the scoop in the middle of the wrap and fold the wrap over so the two ends meet at the scoop handle. Pull the plastic wrap tightly around the scoop and gather around the handle. Tie a ribbon around the handle to hold the wrap in place. Tie on a note that expresses your feelings for your mom.

Photo Magnet

Take instant photos of each child. Trim the photo to fit inside the laundry scoop and glue the photo into the scoop. The top of the photo should be on the side with the handle, in a vertical position. Tie a ribbon around the scoop handle. Attach a magnet strip to the back for hanging on the refrigerator. Add other decorations to the scoop if you want.

Byline...

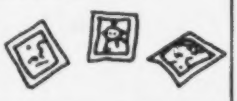
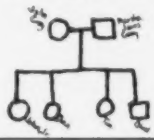
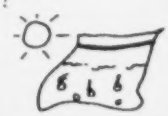
This month's **Activities** and **Ideas Corner** pages were written by *June Elsbury* of Goose Creek SC. Illustrations by *Julie Sorensen* of Danville, NH.

42 Activity Ideas

The minimum number of Activity Ideas in this issue is 42.

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

MAY IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
SMILIES	Talk about things that make you smile. Have a "smile-off." See who can smile the longest without laughing.	Think of something nice to do for someone else. Report tomorrow how many smiles you collected.	*Poor Pitiful Poochie* - "It" works her way around the circle as "Poochie." Each player must respond without laughing "Poor, pitiful Poochie!" The first to laugh becomes Poochie.	Make a collage using pictures of smiles out of magazines.	Make a smiley face mask using yellow paint and paper plates.
BICYCLES	Find pictures of bikes. See how they've changed throughout the years. Design the bike of your dreams and write a short story about it on the back of the picture.	Make bicycle wheels from paper plates and hang about the program room.	Chart the different parts on a bike. Invite a policeman or someone who knows about bicycle safety to talk to the group.	Draw a map showing a bike course around your neigborhood. Decorate your bikes and have a bike parade.	Poke small holes in the bottom of a gallon milk container. Fill with colored water for "gas" and attach to the back of the bike. Have a bike race; winner is last one with gas in "tank."
MOVIES	Write a review about the last movie you saw. Take turns being a TV announcer presenting your movie review.	Take a vote on the best actress or actor of the year. Also vote for the Movie of the Year.	Invite a local actor from community theater to talk about jobs on a movie set. Which job would you choose and why?	In groups of 3-5 act out a scene from a movie for the others to guess which movie.	Use newsprint, tape and crayons or markers to create a costume of your favorite movie character. Model your costumes.
MY FAMILY	Post baby photos of all the kids and staff on a bulletin board. See who can make the most matches. 	Using crayons, markers or pencils draw a picture of your family. Remember to add in family pets.	Write or tell a story about something special you did with a member of your family.	Design a crest to represent your family name. Talk about why you chose your design.	Make a family tree. Talk with parents and grandparents to see how far back you can go. 
SCIENCE EXPERIMENTS	Fill clear cup with club soda and add a few raisins. What happens?	Collect various items for a water table. Discuss which items will sink and which will float.	Place an ear of corn in water. Check on it over the week. What will happen to it?	Put milk in a dish. Add different colors of food coloring and dish soap. Watch closely to see what happens to the colors.	Put popcorn seeds in a plastic bag with dirt. Seal and place near a window. What might grow? 
SPORTS BIRTHDAYS	*May 6 - Willie Mays* He was the first African-American baseball player in the major leagues. Find out more about him. Play a game in his honor.	*May 12 - Tony Hawk* An accomplished skateboarder. Have a skateboarding contest with small ramps and obstacle courses. Insist on safety helmets and knee pads.	*May 15 - Emmitt Smith* A current professional football player. Have a football kicking contest. Who can punt the farthest?	*May 16 - Joan Benoit (Samuelson)* Olympic gold medal runner. Have a track and field meet with relay races, 50 yard dashes, etc.	*May 25-Sheryl Swoopes* One of the first professional women basketball players. Play trashcan basketball with "balls" made of wadded paper.

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

Slash Sought...

(Continued from front page)

Other appropriations

Citing the same lack of results, ED proposes to cut Safe & Drug-Free Schools State Grants by $50 million to $422 million next year.

When President George W. Bush finally signed the FY 03 omnibus appropriations bill with final spending figures for the current year in late February, it included $1 billion, the same as the previous year for the 21st Century grants. Conferees did not include a $90 million increase that a Senate appropriations bill included. They also dropped a non-binding Senate proposal saying that afterschool programs should be funded at the highest possible level.

And at the Administration for Children & Families (ACF), the Child Care & Development Block Grant (CCDBG) gets $2.7 billion this year in mandatory funds and $2.1 billion in discretionary funds. As usual, $19.12 million gets earmarked for school-age care and resource & referral, with $1 million of that for the Child Care Aware toll free hotline. States must reserve $272.672 million for quality & improvement activities. But $100 million of it is earmarked for infant & toddler care, leaving that much less for school-age providers. ACF will reserve $10 million for research, demonstration and evaluation. Meanwhile, the Social Services Block Grant gets $1.7 billion.

The FY 03 appropriations year gives the Department of Justice $80 million for Boys & Girls Clubs working with police. Grantees can use the funds to pay for indemnification insurance for police. The program survived a Republican attempt to cut $10 million.

And $200 million is available under Public Safety & Community Policing Grants to hire law enforcement officers, including school resource officers who can safeguard school-age programs.

School-age programs still may be eligible to share in some juvenile justice funding for states, including $11.974 million for gang prevention and treatment, $15.965 million for mentoring, $46.5 million for local delinquency prevention programs and $5.5 million for the Safe Schools Initiative.

Finally, $1.497 million goes for Law Enforcement Family Support Programs, police departments can use for services such as providing school-age care for officers' families under stress. Congress is de-emphasizing the program, which in previous years got close to $5 million.

And the Treasury Department will be providing $13 million to local governments competitively through grants, contracts or cooperative agreements for Gang Resistance Education & Training. Grantees can send police into school-age programs to steer youth away from trouble.

The Corporation for National & Community Service this year gets $275 million for National Service Trust grants, including $5 million for national service scholarships for high school students doing community service. School- and community-based service-learning programs can use up to $43 million. Many grants involve volunteers in school-age programs.

Next year, the proposed budget would give CNCS a big spending increase, but the administration wants to move the emphasis from school-age care to homeland security. The FY 04 budget requests a 20 percent increase overall for CNCS to $962 million. The request would sponsor 75,000 AmeriCorps members. It would earmark $313 million for service opportunities plus $212 million for Senior Corps to recruit 585,000 senior citizens to work with youth and other activities.

House Passes Welfare Reform

Appropriations didn't constitute the only unfinished business from the last Congress that this one is attending to. The House passed the same welfare reform plan it approved last year that never took final form, the Personal Responsibility, Work, and Family Promotion Act of 2003 (H.R. 4)

The bill would increase entitlement spending for CCDBG by about $200 million a year, to $2.917 billion in FYs 04 through 08. It also increases the discretionary part to $2.3 billion in FY 04, $2.5 billion in FY 05, $2.7 billion in FY 06, $2.9 billion in FY 07 and $3.1 billion in FY 08.

The bill would also require states to add a few items to their CCDBG plans. First, they would have to show how they work with resource & referral agencies and other organizations to provide information to parents about provider choice and availability, best child care practices, and sources of child care and other assistance they may be eligible for.

Second, states would have to outline how they will improve the quality of programs for low-income families.

States would have to use at least six percent of their discretionary funds on quality activities.

Charles Pekow is the Washington correspondent for SAN. This report was written exclusively for SAN readers.

NYC Child Care Workers Strike

To call attention to the ongoing plight of underpaid, overworked day care staff, the unionized child care workers of New York City staged a one-day strike on Feburary 12.

Staff and directors at 358 city-funded child care centers walked off the job to press workers' demand for a raise.

District Council 1707 and the Council of School Supervisors and Administrators, which represent the workers, are demanding a 4 percent annual raise which is comparable to what other muncipal workers have received in recent contracts. Child care staff and administrators have been without a contract for two years.

No word yet on whether the one-day strike generated any positive results. Parents appeared supportive of the strike, but Mayor Michael Bloomberg called the 4 percent increase demand, "Just not a realistic possibility."

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

War & Other Crises

Whether it's dealing with the tragedy of the space shuttle explosion or the impending war with Iraq and uncertainty over North Korea, school-age children are facing an inordinate amount of crises. We offer here some basic guidelines for helping children cope with stressful world events. Some of what follows originally appeared in our November 2001 issue, which we refer you to for more complete information.

School-Agers & Trauma

In an article titled "Attack on America: Helping Your Kids Understand the Unthinkable," authors Laura Davis and Janis Keyser remind us to listen to children. "Listen to your children with your eyes and ears...watch for changes in behavior: withdrawing, fighting, crying, clinging, listlessness, testing.... Try to make yourself available at their chosen time. They may not be able to access that feeling again later, when you are free. Listen for a long time before you offer your opinions or ideas." Ask open ended questions like "What else are you feeling?" "How do you think those people feel?" or "How do you feel about that?"

"Six to twelve-year olds are more able [than preschoolers] to understand events outside their direct experience. They are able to read, so protecting them from information about the events is unlikely. They can comprehend ideas like hijacking, yet it is a stretch for them to think about people who are willing to die for their beliefs. This is an age where it is important to listen to children's ideas. They may understand some pieces of the story very clearly and be totally confused about others."

Military Families

There are many conflicting opinions and debates about the advisability of war with Iraq. But after-school staff need to remember to keep their opinions to themselves. Many families will have loved ones in the military or with the National Guard who either have been or will possibly be deployed to an overseas assignment. This will create even more anxiety for the children in the family and they will be sensitive to criticism of what their relatives are doing in service to the country. Acknowledgement of their concerns for their loved ones' safety will be more helpful than expounding on the evils of war. *(See page 8 for websites that offer more on helping children cope.)*

LATE BREAKING NEWS

Children's World Bought by Knowledge Learning

ARAMARK Educational Resources (AER) a division of ARAMARK is being sold to Knowledge Learning Corporation (KLC). A definitive agreement to sell was signed March 4, 2003. AER is in 28 states and is comprised of the more well-known Children's World (infant/toddler/preschool community child care centers most having school-age programs), before- and after-school programs based at school sites known as Medallion School Partnerships, and on-site or near-site corporate child care centers called Work/Life Partnerships. KLC is a leading provider of early childhood education programs and services operating under several names, including Children's Discovery Center, Knowledge Beginnings and Magic Years.

The combined company, called Knowledge Learning Corporation (KLC) will become one of the largest providers of early childhood educational programs and services in the nation. When combined with over 300 centers that KLC has, the new KLC will offer working parents over 800 community child care centers, 100 on-site or near-site corporate child care centers, and over 500 before- and after-school programs. Once the sale is complete, Thomas Heymann, formerly president of The Disney Store, Inc., will become the new chief executive officer of the combined company. Go to www.knowledgelearning.com for more.

Loss of an Important Child Advocate

School-Age NOTES joins children's advocates and families in mourning the loss of Fred Rogers, who died of stomach cancer on February 27. Mr. Rogers brought kindness, gentleness and a sense of safety to millions of children through his 30 year long PBS program *Mr. Rogers' Neighborhood.*

> *"Play is often talked about as if it were a relief from serious learning. But for children play is serious learning. Play is really the work of childhood."* **– Fred Rogers**

News of Mr. Rogers' passing reached the National School-Age Care Alliance conference in Salt Lake City.

Within a generation Mr. Rogers changed our ideas of neighborhood. Similarly the last 25 years in school-age care has become the new neighborhood after school for millions of children.

SAC CONFERENCES

CALIFORNIA April 10-12-2003
21st Annual CalSAC Conference, Sacramento
Contact: 415-957-9775, www.calsac.org

OREGON April 12, 2003
OR S-A Coalition Conference, West Linn
Contact: Robin Lloyd, 503-620-5680

UTAH May 30-31, 2003
Comprehensive Child Care Provider Conference, Murray
Contact: 801-747-0344

MISSOURI Oct. 17-19, 2003
MOSAC² 10th Annual Conference, Kansas City
Contact: Debbie Ervay, 816-415-6789, dervay@liberty.k12.mo.us

CALIFORNIA Nov. 6-8, 2003
National Middle School Conference, San Diego
Contact: CalSAC, 415-957-9775, www.calsac.org

NSACA CONFERENCE February 26-28, 2004
16th Annual Conference, Tampa FL
Contact: www.nsacaConference.com, 800-606-0061

Let us know about YOUR SAC conference!

School-Age NOTES
PO Box 40205
Nashville, TN 37204-0205

ADDRESS SERVICE REQUESTED

KS

PERIODICALS

April 2003

*****AUTO**MIXED AADC 370 93 1 27
00388265 COMP
DIANNE ROTHENBERG
ERIC/ECE ACQUISITIONS
CLG OF EDUC/UNIV OF IL
51 GERTY DR
CHAMPAIGN IL 61820-7469

RESOURCES

Coping Resources

What Happened to the World? Helping Children Cope in Turbulent Times is a document designed to help adults peer into the minds of children and understand their fears, their grief, and their struggles to understand why frightening world events take place. Go to www.brighthorizon.com for this and other information on how to talk to children about crises.

Another resource for talking to children about war and crises is located at www.AboutOurKids.org.

Also go to the Parents Resource Page at www.childrensdefense.org for more articles on talking to children about violence and war.

Helping Resource

In additon to the projects mentioned on page 3 that can let children be "helpers" in society is this interesting website designed to give school-age children real insights into how children in other parts of the world have to live.

NetAid is a nonprofit organization committed to ending extreme poverty around the world. The group has developed a game called *NetAid World Class*, which endeavors to inspire life-long activism in issues of global poverty.

Through role play, NetAid World Class teaches students ages 8-12 how hardship can keep children living in poverty-stricken areas out of school. It is based on information and real life circumstances from Tamil Nadu, India.

The game has been tested in a number of after-school programs.

NetAid is currently piloting the game and plans to distribute it nationally. For more information or to find out how your program can participate go to www.netaid.com.

NCCE & After-School

The National Center for Community Education's (NCCE) Southeastern Regional Advisory Committee and SERVE are offering a Linkages to Learning Leadership Insititute which offers information and ideas on improving student learning in after-school programs.

The seminar will be held April 29-May 1, 2003 in Atlanta. For more informaton contact Catherine Scott-Little at 800-755-3277 or Anita Burns at 404-752-6347.

MI Resources

Zephyr Press has resources on activities that are based on the multiple intelligences and brain compatible learning approaches. Call 800-232-2187 for a catalog or go to www.zephyrpress.com.

Volume XXIII #9 The Newsletter for After-School and School-Age Care Professionals May 2003

School-Age NOTES

ISSN0278-3126 © 2003 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

PS 031374 ® Printed on Recycled Paper

Engaging Older Volunteers in After-School Programs

by Richard P. Adler,
Senior Adviser, Civic Ventures

Editor's Note: *Civic Ventures is a national non-profit organization whose mission is to increase the involvement of older adults in community service. In 2001, the organization received a grant from the Charles Stewart Mott Foundation to explore ways of increasing the participation of older volunteers in after-school programs. The following article summarizes the results of this project.*

Introduction

In Boston, a group of older volunteers work with 2nd and 3rd grade students to help them improve their reading skills during the after-school hours. In Kansas City, senior volunteers fill a variety of roles in both before- and after-school programs for elementary students. In San Francisco, senior volunteers are providing tutoring and homework help at seven elementary and middle schools. And at an inner-city elementary school in Washington, DC, a group of retired men are serving as mentors for 5th and 6th grade boys.

These activities are all part of the Experience Corps, a national program that recruits older adults to serve as tutors and mentors for at-risk children. They illustrate just a few of the ways that older volunteers are helping to enhance and extend the value of after-school programs all across the country.

Older Adults as a Resource

The country's older population represents a large – and largely underutilized – resource that can be mobilized to help address many social problems. The number of people over the age of 65 has doubled during the past 30 years and is about to double again – from 35 million to 70 million – as the Baby Boomers reach retirement.

Many older adults are already volunteering. A national survey conducted in 1999 by the Independent Sector found that nearly half of all Americans age 55 and over volunteered at least once in the past year. They volunteered for an average of more than 3 hours per week, with those aged 65 to 74 contributing the most time (3.6 hours per week). Last year, 27.5 million older Americans provided a total of 7.5 billion hours in volunteer time.

The survey also suggests that the participation of seniors in volunteering could be expanded substantially. Older adults (like people of all ages) are much more likely to volunteer if they are asked to do so. Just 17% of seniors whonot were directly asked to volunteer did volunteer on their own. Among those who were asked, however, 83% – more than four times as many – volunteered!

Benefits of Older Volunteers

Older volunteers have some characteristics that can make them especially valuable as volunteers. First, older

(Continued on page 2)

INSIDE

NY SAC Credential 2
Children's Fears 3
June Activities 4-5
Raise Revenues 6

Deja Vu?

War...Center Stage

Editor's Note: *What follows is a (SAN) editorial which was written by Bonnie Johnson in November 1990 as the United States was on the verge of the Gulf War, which erupted in January, 1991. Twelve years later, the issues remain the same.*

"School-age programs are rampant with conflicts, many of which escalate to the point of violence. Veteran child care workers have taught school-agers the ways and means for keeping peace and settling conflicts without physical harm. We have also worked toward helping children cope with their fears of nuclear world destruction.

"[So] what are we telling school-agers about our role in the Middle East? When they see the tanks rolling by and the armed forces in camouflage uniforms and the parents leaving their small children to "protect" the United States, what do they feel? How do we talk to them about peace now? These are difficult questions to answer.

"We struggle to make some sense. But the questions continue: What are we doing in the Middle East? How do we solve differences with someone who is unreasonable? What do you do when someone [Iraq] picks on someone much smaller and weaker [Kuwait]? Is it okay to use force [Iraq] on someone who has something you want [Kuwait] and they

(Continued on page 7)

Older Volunteers...

(Continued from front page)

adults have time to contribute. Retirement frees up 25 hours a week for men and 18 hours for women. Many Americans will spend a third or more of their adult lives in retirement.

Second, seniors have gained much practical knowledge, and in some cases wisdom, from their lifetimes of experience, which they can share with young students. This age group may well be our greatest repository of the social capital that many fear is drying up.

Finally, older adults can excel as mentors and tutors. To make a difference in young lives, the key factors are patience, taking time to listen while avoiding the impulse to offer quick solutions, and the capacity to show up consistently. Older adults have a virtue which may be the greatest asset of later life, that of taking things more slowly.

Recruiting and Supporting Older Volunteers

Data from several surveys indicate that volunteering in after-school programs should be very popular with seniors. A 2002 survey conducted for Civic Ventures found that the volunteer activity that older adults considered the most appealing was "working with children and youth." This was confirmed by a 2001 survey conducted with AARP members in New York. When asked to list topics that interest them enough to volunteer, "education/tutoring" was the most frequently selected topic, picked by 29 percent of the respondents.

Many of the strategies for recruiting younger volunteers are also appropriate for older volunteers. But understanding the psychology and the lifestyles of older adults can be helpful in tailoring recruitment campaigns to attract senior volunteers. For example, campaigns can focus on appealing to the motivations that many older adults share:

- A **need to connect with others** around important issues, such as children, education, and benefiting their community.
- A desire **to get involved for social reasons** – to develop or expand a social network or outlet.
- A need **to feel useful and valuable** in the absence of a routine they used to experience in the workplace or as a homemaker/mother.
- A desire **to make good use of the time** they have available.

Want to learn more about the potential of older volunteers? The full report on *Engaging Older Volunteers in After-School Programs* is available on the Civic Ventures Web site at www.civicventures.org/oldervolunteers.pdf. It includes more about how the ways in which older adults are currently participating in after-school programs and practical suggestions about recruiting, training and supporting older volunteers.

SAC Credentialing Success in NY

Editor's Note: *Our thanks to Lynn Siebert of the Capital District Child Care Coordinating Council for sharing this exciting news about the progress of the SAC credentialing process in New York State.*

In September New York State exceeded 100 graduates in its School-Age Care Credential Program. The School-Age Credential is one component of a comprehensive school-age child care training initiatives in New York State designed to enhance quality which includes the SAC Credential, program accreditation, quality advisors, training and technical assistance.

In 2000, the first class of 14 candidates was awarded the School-Age Credential: 36 candidates in 2001 and 54 candidates in 2002. The total graduates are currently at 104. This program year, the NYS School-Age Care Credential preparation courses are being offered around the state in 11 different locations with total enrollment of 165 Credential candidates.

The NYS School-Age Care Credential was developed to promote quality services to children and families by providing specific standards, training, and evaluation of school-age staff members and providers. It is an opportunity for adults working with school-age children to gain professional recognition for demonstrating competence in their on-the-job skills. The SAC Credential consists of seven competency areas in fourteen functional areas: *Professionalism, Child Development, Safety, Health, Out-of-School Environments, Physical, Cognitive, Communication, Creative, Self, Social, Guidance, Families and Program Management.*

Model Elements

Important elements of the model are:

- A strong partnership between the New York State School-Age Care Coalition (NYSSACC), the New York StateOffice of Children and Family Services (NYS OCFS), and Cornell University.

(Continued on page 7)

School-Age NOTES

Subscriptions: $26.95/12 issues

Send Inquiries To: School-Age NOTES
P.O. Box 40205, Nashville, TN 37204
615-279-0700, (Tollfree) 1-800-410-8780
(FAX) 615-279-0800

Editor/Publisher: Richard T. Scofield
Managing Editor: Joyce Jackson
Office Manager: Mary-Helen Marigza

SCHOOL-AGE NOTES (ISSN 0278-3126) is published monthly for $26.95 per year by School-Age NOTES, Inc., 2809 Azalea Pl., Nashville, TN 37204. Periodicals Postage Paid at Nashville TN. **POSTMASTER:** Send address changes to School-Age NOTES, P.O. Box 40205, Nashville TN 37204-0205.

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

Children's Fears — Then and Now ..and How to Handle Them in SAC

by Robin D'Antona, Ed.D.

When most of us were growing up it was fear of the boogie man that lurked under the bed or the big bad wolf in the closet that has us terrified. As a Star Wars enthusiast in the Luke Skywalker hey-day I papered my son's bedroom with official Star Wars wallpaper. From the very first night he could not sleep because he was afraid of the image of Chewbacca that loomed over his bed. Noises, animals, monsters and ghosts, getting lost, loss of parent, death, injury, divorce are common fears for elementary children.

The late Fred Rogers was a firm believer that we need to give children the message that our *job* is to take care of them.

Reading *Where the Wild Things Are* by M. Sendak and the *Monster in My Closet* by L. Erwin are standard fare for most children. These stories put into words the fears and uncertainties that children have always felt. But now today instead of being worried about monsters or boogie men, children are concerned about the terrorist that may be just around the corner at their local mall.

Night after night the evening news resonates with images and stories about war. Words and phrases such as *terrorists*, *war*, and *homeland security* have crept into our daily vocabulary conjuring up feelings of uncertainty and anxiety.

One second grade child told her friend "I am afraid of things like going to the mall 'cause there might be terrorists there." Given the times it is not unusual to hear a child express such fears. Sadly there may be a very real basis for this type of concern particularly when the Office of Homeland Security ratchets up the level of threat from yellow to orange. What can this all mean to a child and how can they make sense of it as it relates to their own lives at home, in school and after school care?

When answering questions, keep in mind the chronological and developmental age of the child...

Although here is no easy answer because there are many factors to take into consideration, there are some basic things that as a school age practitioner, you can do.

Above all children need to feel safe. Children need to know that the war will not be in their own schoolyard and that we adults will do all we can to protect them because it is our job. The late Fred Rogers of Mr. Rogers' Neighborhood fame was a firm believer that we need to give children the message that our *job* is to take care of them.

What you can do in SAC.....

If talk about the war bubbles up in conversation let the children have the opportunity to express their feelings.

- Feel free to acknowledge and share you feelings but not your political opinions. Our focus needs to be on the child's well being and the validation of their feelings. However we feel about the situation, children need to hear that not everyone in Iraq is bad. This is a wonderful opportunity to thwart stereotyping and to discuss tolerance.
- When answering questions, keep in mind the chronological and developmental age of the child so they will understand and absorb what you are telling them. Keep it simple and only give them the information they are seeking.
- You can ask the child directly if they are worried and/or afraid of terrorism in their own community. Even if they say no, you inadvertently have given them permission to have those feelings and to talk about them if they choose. It will give you another chance to reassure them that they are safe and not likely to be attacked by a terrorist. This is particularly important when talking to the younger child who may not have any idea of the location of Iraq — for all they know it may be just down the street.
- Explain to the children that what they are seeing on television is real — it is not a video, movie or a game. This is an ideal opportunity to help the child learn about compassion and empathy by stressing that war is horrible and many people — not just soldiers get hurt and die and that makes us all sad.
- Keep in touch with parents to let them know what their children are saying and thinking about their feelings. Feel free to suggest, particularly for parents of younger children, that they limit their exposure to the news and graphic reports of the events in the world.

Conclusion

The best practical advice came from Peggy Commito an after school director in Massachusetts who said "When a child asks me about terrorists, I tell them I don't think it will happen here in our after school program ... but in case of any emergency, I have a plan." Then she said she shows them her notebook that has all their names, and relevant phone numbers that she keeps next to her cell phone. She tells them not to worry because their moms and dads will be able to come and get them if it is necessary.

(For more resources see page 8.)

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

Flag Day

June 14th is Flag Day. While this holiday falls on a Saturday, you can do activities in your program to celebrate the American Flag and learn about flags from other countries around the world.

Many Americans do not realize that there are rules surrounding how the flag is displayed. Have the children in your program learn about "flag etiquette" and share this information with their parents and neighbors. This way, the flag can be celebrated by displaying it proudly and correctly.

Some examples of "flag etiquette":

When displayed either horizontally or vertically against a wall, the union (the blue square where the stars are located) should be uppermost and to the flag's own right, that is, to the observer's left. When displayed in a window, the flag should be displayed in the same way, with the union to the left of the observer in the street.

- The flag should never be displayed with the union down, except as a signal of dire distress in instances of extreme danger to life or property.
- The flag should never touch anything beneath it, such as the ground, the floor, water, or merchandise.
- When a flag is so worn it is no longer fit to serve as a symbol of our country, it should be destroyed by burning in a dignified manner.
- Ask a local Boy Scout or Girl Scout troop to demonstrate to the children the proper way to fold a flag after it has been lowered.

To learn about flags from other countries, go to the website for "Flags of The World" at www.fotw.us. There you can view other flags and print out black and white outlines suitable for coloring.

Father's Day

Father's Day 2003 is June 15th. This is a great time to acknowledge men who are positive figures in the lives of children today – fathers, grandfathers, uncles, brothers, coaches, teachers, firefighters, police officers, etc. Children can make cards or gifts for all the men who have contributed to their lives in a positive way.

Juggle!

June 13th is National Juggling Day. Make your own juggling balls using colorful, helium-quality balloons. Make a funnel out of the top half of a plastic soda bottle. Use this to fill the balloon with rice or small pasta. When the round part of the balloon is full, fold over the "neck" of the balloon and hold in place. Cut off the neck of a second balloon and stretch the round part over the filled balloon securing it closed so the rice won't fall out. Using additional balloon pieces (use only the round part), add several layers for a stronger juggling ball. Alternate balloon placement to cover each opening. Make three balls and practice, practice, practice!

Tennis Ball Big Mouths

June is National Tennis Month. You can create these adorable puppets with used tennis balls. Ask your local tennis club to save their old balls for you to recycle. To make the puppet, an adult should use an X-acto knife to make a slit in the tennis ball – almost half the circumference. This will be the puppet's mouth. Glue on features with tacky glue or a hot glue gun. Use Styrofoam balls, pom-poms, and feathers, yarn, googly eyes, etc. To make your puppet talk, squeeze the sides of the ball and the mouth will open and close.

Basic Play Clay

2 cups flour
1 cup salt
4 teaspoons cream of tartar
2 cups water
2 Tablespoons oil
a few drops food coloring (or try one packet unsweetened Kool-Aid – adds color and fruity scent!)

Mix dry ingredients together and set aside. In a large pot, mix liquid ingredients well. Add dry mixture and stir well. Cook on medium high for three or more minutes, stirring constantly until your clay is the consistency of mashed potatoes and is very thick and hard to stir. Remove from heat and knead clay on waxed paper until smooth. Store in a zip lock bag or other airtight container.

Dog Biscuits

Make homemade dog biscuits for your dog (or as a gift for someone else's). Mix 2 cups wheat germ, 1 cup cornmeal, 3 cups wheat flour, 3-4 cups white flour, and 4 tsps. salt. Add 1 egg, 1 pkg. yeast, 2 cups warm water, and one can condensed chicken broth. Knead together. Roll into pretzels or use cookie cutters to make shapes. Bake at 300 degrees for 45 minutes.

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Cara Gillis* of Boston, MA. Illustrations by *Julie Sorensen* of Danville, NH.

41 Activity Ideas

The minimum number of Activity Ideas in this issue is 41.

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

JUNE IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
JUNE DAYS	June 5 is *National Gingerbread Day*. Make a gingerbread house fit for the summer months. Instead of a winter scene, how about a beach house with palm trees?	June 12 is the birthday of Anne Frank. Older school-agers can read her diary as a summer reading project. Ask them to start writing their own diaries.	June 18 is *International Picnic Day*. Go to a local park for a day of group games and roasting hot dogs.	June 20 is *Ice Cream Soda Day*. Serve frozen fruit smoothies for snack. Have vanilla ice cream and a variety of fruit available for children to make their own.	June 29th is *Camera Day*. Divide kids into groups of 3 or 4 and give each group a disposable camera. Have them document their day with photos.
HAWAII	June 11 is *King Kamehameha Day* in Hawaii. Find out why he is important. Draw pictures of how you think a Hawaiian king looks. Compare to an actual picture of him.	Have a luau! Serve refreshments of tropical fruits and juices like guava, mango, pineapple, papaya. Have samples of coconut and macadamia nuts too.	Make tissue paper leis to give parents and other visitors. Cut out flower shapes from multi-colored tissue paper and thread onto lengths of yarn.	Every luau needs hula dancers. Hula dancing is done by moving gracefully and using your hands to tell a story. Create a hula dance that tells a story.	Make grass skirts with green plastic sheeting or garbage bags. Wrap around your waist to get the right fit. Cut strips from the bottom, leaving a 1-inch waistband. Secure with tape.
CLAY	The second week of June is *National Clay Week*. Each day of the week make a different type of clay or play dough, using resource books like *Mudworks*.	Visit a potter or local artist who works with clay. Or find a "paint your own pottery" place where children can create their own works of art.	Using red clay (purchased at craft or art store) make pinch pots and other items. Let creations dry outdoors in the sun.	As a service project make batches of colorful play dough to donate to preschool child care centers.	With any of the clay recipes you used, create Father's Day gifts for the men in the children's lives. Paperweights or small bowls for loose change work well.
TENNIS	June is *National Tennis Month*. Plan a tennis tournament. If a tennis court isn't available, improvise with a blacktop playground or gym.	Invite a tennis instructor to visit the program and conduct a workshop to learn basic tennis skills.	If regulation tennis racquets aren't available, have children make racquets with panty hose legs stretched over bent wire coat hangers.	Make up your own table tennis game using any long table. Make paddles with 2 heavy-duty paper plates taped together that you can slip over your hand.	June 20 is *Venus Williams'* birthday. Find out more about her and her famous sister Serena. How old were they when they started playing tennis?
BIRTHDAYS	The "Happy Birthday Song" was written on June 28, 1859. Can anyone sing it in a language other than English?	Have a birthday party just because! Serve cake and ice cream, wear funny hats, play pin the tail on the donkey.	Take a poll of the kids and find out which month of the year has the most birthdays. Check the internet to see if they can find national averages on monthly birthdays.	Fill a muffin tin with plaster of Paris. Right before it hardens, insert a birthday candle into each cupcake. Pop out the plaster when dry and use bright paints to decorate.	Learn about the Chinese calendar and the Zodiac. Do the descriptions of the signs for your birth year and month fit your personality?
DOG DAYS	June 21 is "Take Your Dog to Work Day." Instead, have everyone bring in photos of their dogs to post on the bulletin board. Can you guess whose dog is whose?	Take a poll - what is the most popular pet? Who has the most unique pet?	Visit a local animal shelter and find out about pet adoption. Can you volunteer at the shelter, perhaps walking the dogs or helping feed them? Or donate cans of dog food.	Invite a veternarian to come to the program to explain pet care. Find out what it takes to have a career in veterinary medicine.	Wrap up baskets of homemade dog treats to give as gifts to your own dogs or for the dogs at the animal shelter.

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

Keeping the Status Quo in Public Services = Raising Revenue

By Joyce Shortt, Co-Director, NIOST

As states grapple with budget gaps that have grown by 50% in the first two months of 2003, it will be necessary to find parity across income levels as programs are cut and revenues raised. The National Conference of State Legislatures (NCSL) released a report in early February saying that two-thirds of the states must reduce their budgets by a total of nearly $26 billion between now and June 30. This is after states had already addressed a $49 billion shortfall as they crafted their current FY 2003 budgets. The forecast for the federal budget is not much more hopeful with the release of the President's 2004 budget recommending large cuts in many programs and tax breaks for those in higher tax brackets. Those of us in the field of after-school programming, like other nonprofit sectors, are used to working with lean budgets, making every dollar count, and focusing on providing the best services possible for the young people and their families given funding limitations. However, we are now facing some of the largest deficits since the second world war and we will need to be ready to advance ideas that will insure that the gains we have made in providing after-school and summer programs to young people are not lost.

Many state legislatures are cutting health, education, and other social programs aimed at those in need. But the burden of balancing the budget shouldn't fall exclusively on low-income people. Instead of only cutting programs, revenue for essential services can be raised by shifting the tax burden to those who can afford to pay. Between 1993 and 1999, states cut taxes by $35 billion, in part because of sustained organizing by anti-tax and limited-government groups and politicians eager to cut taxes (Dollars & Sense Magazine, April 2002). At the same time corporations were given generous tax incentives and subsidies. States are constitutionally required to have a balanced budget (except Vermont) so deficit spending is not allowed. This leaves only 2 options to states, cut spending or raise taxes. Since some taxes fall more heavily on low income people (sales tax, special taxes on tobacco and liquor) while others fall more heavily on the well-to-do (graduated income tax), it is particularly important to consider tax equity when raising taxes. Several states have campaigns with this the goal of raising revenues with an eye on equality (e.g., Massachusetts, Virginia, Texas, Tennesee, Washington).

It's worthwhile to examine how your states spends its dollars, how much is spent on education, medicaid, human services, public safety, debt service and any other large items. Find out where revenue comes from: individual and corporate taxes, federal aid, fees, lottery etc. Examining tax policies over the last decade may reveal big breaks to special corporations and/or large tax cuts that have reduced your state's revenues. When the economy is bad, the giveaways to wealthy people and corporations make an even bigger difference because there is less money coming in from other taxes. (www.taxpolicycenter.org/taxfacts/state).

Many of us working to provide services and support to families find ourselves being asked to advocate on behalf of a variety of successful efforts. As after-school programming staff and advocates we can take some immediate action by:

❑ Connecting with other human service provider organizations in efforts to stop cuts.

❑ Arm ourselves with easy-to-understand information about our state budgets, both what is being spent and where revenues come from.

❑ Keep the "stop cuts-raise revenue" message as part of all strategies to maintain funding for after-school programs.

Ways to take action:

➔ Organize your NSACA state affiliate or other provider groups you are involved in to take action in any of the efforts described below

➔ Send a postcard, e-mail or letter to your State Rep and State Senator.

➔ Collect postcards from families of children & youth attending your programs and send them together.

➔ Attend an educational event or rally in your community.

➔ Write a short letter to the editor about the importance of after-school programs.

➔ Invite speakers to talk to groups of providers, parents and community members about how to preserve vital services to families in your community.

If we keep in mind that there is a reason to have government and remember the many public functions that we, our friends family and community, take for granted, we can say RAISE REVENUES instead of cut programs, services and jobs.

The National Institute on Out-of-School Time, part of Wellesley College's Centers for Women, contributes an article to SAN every other month.

Washington Notes

by Charles Pekow

Charles Pekow is the Washington correspondent for SAN. This report was written exclusively for SAN readers.

The House and Senate have passed budgets for FY 04 (H. Con. Res. 95), each allowing different support for school-age programs next year.

The Senate approved a provision closing $4.7 billion on offshore tax haven loopholes over 10 years and allocating one-sixth of the collected revenue to school-age programs, about $78.3 million a year.

The Senate budget also includes a non-binding "sense of the Senate" provision saying that the number of slots in the 21st Century Community Learning Centers Program should not be cut. Sen. Barbara Boxer (D-CA) offered the language in the wake of President George W. Bush's request to trim funding from $1 billion to $600 million. The program serves about 1.4 million children.

The House budget, meanwhile, approves a $200 million a year increase for five years in the mandatory part of the Child Care & Development Block Grant. The increase reflects an identical provision in the workfare bill the House passed (see our last issue). The Senate hasn't passed welfare reform yet, so its budget doesn't discuss the issue.

The two measures now go to conference. Congress must then pass appropriations legislation using the budget as a guideline.

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

NY Credential...

- Funding provided by OCFS to support the development of the credential.

Revised NYS School-Age Care Regulations...raised the bar for the educational qualifications for Directors/ Site Directors of school-age care programs.

- Monthly SAC Credential Team meetings, with representation from partners identified above, as well as Bureau of Early Childhood Services Regional Managers from OCFS and many of the statewide network of CCR&R's who are offering a credential preparation effort for school age care professionals in their region.
- Close alignment of the Credential requirements in the various functional areas to the NSACA Standards for Quality School-Age Care.
- Tuition support through the Educational Incentive Program.
- Additional stipends through the Salary Retention Program upon completion of the Credential.
- Revised NYS School-Age Care Regulations (effective Dec. 2000) raised the bar for the educational qualifications for Directors/Site Directors of school-age care programs. The regulations also included the SAC Credential as an acceptable vehicle for meeting the educational requirements.
- Established procedures to ensure consistency throughout the state.
- Created a database to track the status of Candidates.

Background

Planning for the New York SAC Credential began in December 1998 through partnership with the New York State Office of Children and Family Services, the New York State School-Age Care Coalition and Cornell University. The New York State SAC Credential is modeled after the Credential created by the United States Army. The New York State SAC work group reviewed the Army Credential and developed a more comprehensive program unique to New York.

After nine months of planning and development, the first Credential pilot class began in the fall of 1999 by the Capital District Child Care Coordinating Council. In Fall 2000, seven additional agencies were selected to host Credential classes and three have been added this program year to serve the New York City area, the southern tier, western New York, central New York, northern New York, Long Island and the lower Hudson Valley areas of the state.

The SAC Credential is still a work in progress. Throughout the process, the work group has identified and developed many additions to the Credential to assist with the Credential process:

- Host Agency Training
- SAC Endorser Training with video
- Best Practice Guide
- Program Management Guide
- Revised Parent Questionnaire
- Candidate Goal Worksheet

War...

(Continued from front page)

won't give it to you? Is violence ever okay? How do the soldiers who have gone over their feel? What about their families? What is patriotism? Can you still be a patriot if you disagree with your country's decisions?

"We don't have to have the answers and we don't have to agree with each other. It is vitally important that we look at these questions together. School-agers need adults to struggle alongside them with difficult dilemmas, to encourage them to express their fears, doubts, confusion, and even their thrill over seeing tanks and guns. They need us to hear what they have to say, accept both their ideas and feelings. They need also to hear our feelings, our doubts and anxieties.

"We are challenged to continue to envision and talk peace... as if peace really can happen..."

SAC CONFERENCES

PENNSYLVANIA May 3, 2003
Penn SACCA Conference, State College
Contact: Sharon Schweniger, 412-343-1661

UTAH May 30-31, 2003
Comprehensive Child Care Provider Conference (includes school-age), Murray
Contact: 801-747-0344

MISSOURI Oct. 17-19, 2003
MOSAC's 10th Annual Conference, Kansas City
Contact: Debbie Ervay, 816-415-6789, dervay@liberty.k12.mo.us

VIRGINIA Oct. 17-18, 2003
VSACC Conference, Richmond
Contact: Elise Pailthorpe, 757-421-4672, epailthorpe@aol.com

CALIFORNIA Nov. 6-8, 2003
Nat'l Middle School Conference [Older Kids], San Diego, **Contact:** CalSAC, 415-957-9775, www.calsac.org

Let us know about YOUR SAC conference!

School-Age NOTES

SEND TO: P.O. Box 40205 • Nashville, TN 37204 • 615-279-0700

Yes, sign me up for: ❑ New Subscription ❑ Renewal

❑ 1 year $26.95 | ❑ Canada $29.95 U.S. Funds | ❑ Foreign $31.95 U.S. Funds
❑ 2 years $49.95 | ❑ 2 years $55.95 U.S. Funds | ❑ 2 years $59.95 U.S. Funds

Payment (must be included): ❑ Check or money order ❑ VISA ❑ Master Card

Card #: _____ Exp. Date: _____

Name _____

Program Name _____

Address _____

City / State / Zip _____

School-Age NOTES
PO Box 40205
Nashville, TN 37204-0205

ADDRESS SERVICE REQUESTED

PERIODICALS

May 2003

*****AUTO**MIXED AADC 370 93 1 64
00388265 COMP
DIANNE ROTHENBERG
ERIC/ECE ACQUISITIONS
CLG OF EDUC/UNIV OF IL
51 GERTY DR
CHAMPAIGN IL 61820-7469

RESOURCES

Coping with War

The Child Care Information Exchange's "Exchange Every Day" daily email (ccie.com) suggests these websites for resources on talking to children about war:

Australian Early Childhood Association
www.aeca.org.au/Effects%20of%20War.html

National Association for the Education of Young Children
www.naeyc.org/resources

Bright Horizons Family Solutions
www.brighthorizons.com/talktochildren

Zero to Three (advice on protecting and reassuring very young children)
www.zerotothree.org

United Nations (a curriculum on peace education)
www.un.org/cyberschoolbus/[illegible]/index.asp

UNICEF (for information on the status of children in Iraq)
www.unicefusa.org/emergencies/iraq

New York University Child Study Center (Resources for helping parents and staff explain war and terrorism to children)
www.aboutourkids.org

To receive a free, daily, short but pithy email about children, families, child care, and early childhood from Child Care Information Exchange (CCIE) go to
http://mail.ccie.com/eed/subscribe.php
to subscribe or for more information. CCIE is a child care director's magazine and "bookstore" on the management and leadership of early childhood care and education programs from birth through school-age. The leader in the field, CCIE is celebrating its 25th year.

Summer Marketing

Marketing Madness! The Essential Marketing Toolbook for Summer Programs offers tips and guidelines for attracting and retaining families in your program. While geared toward summer camps, this resource has many good ideas that any after-school and summer program would find useful. Includes "The Powerful Seven 'C's' to Customer Marketing" and "The Eight 'P' Plan for Achievement." Also includes sample registration forms, staff, parent, and child survey forms.

The author has followed her own advice about formatting. Each page is laid out with just one or two ideas and lots of white space to make it inviting to read and easy to understand.

The book is $32.95 plus shipping and is over 90 pages. Contact Susan Stanco at susan@casadarte.org or 415-235-7553 for more information.

Volume XXIII #10 The Newsletter for After-School and School-Age Care Professionals June 2003

School-Age NOTES

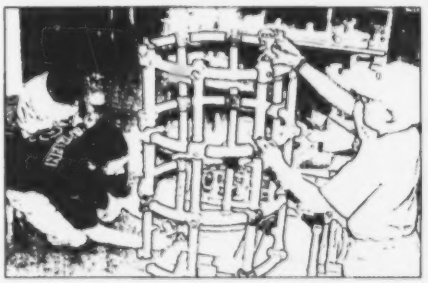
ISSN0278-3126 © 2003 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Just Play...Or Is It?

...for children, play is serious learning. Play is really the work of childhood.
– Mr. Rogers

by Stacy Dykstra
(see note under "A Review..." page 2)

Working in the profession of school-age care is challenging, rewarding, and frustrating. The casual observer may think the children in our care "just play." It is paramount for our profession that society understands the value of the activities and experiences of children during out-of-school time.



It is vital for children to engage in quality play experiences during their out-of-school time for healthy growth and development.

The goal of education should be to stimulate the development of each individual and improve life and society for all members by providing quality educational experiences. The opportunities afforded in quality school-age programs contribute to this process. Out-of-school time is an important part of a child's life. It is vital for children to engage in quality play experiences during their out-of-school time for healthy growth and development.

In our program, children are free to make choices about how to spend their time each day among four or five areas. Within each area, there are a variety of opportunities for children to grow and develop. Children challenge their minds, stimulate their creativity, develop their bodies, practice their social skills, and feel a variety of emotions each day in our program. Providing choice for each child enables him to investigate his work with intention. He uses his existing knowledge as a building block for new meaning. The program provides an environment of security while encouraging his free exploration.

As I wander through the 70-student program, I see small groups, large groups, and individuals "plugged in" to their activities. In the "clubhouse" children are engaged in small group and individual activities. Two third-grade girls have set up a fortune-telling booth. They decide to include all children who want to participate because "that's only fair." A group of first and fourth grade children are sponge painting. One them begins to write a story about her creation and stops momentarily to share it with me. Four first-grade boys are engrossed in dramatic play with building materials. They share with each other how their "spaceships" work. A fourth grade girl is reading a book in the tent. A "family grill" is being established by another group. After taking orders, they realize they need a menu. Cooperatively, they design a menu of basic foods with creative names such as "chip off the old block" for a side order of chips.

(Continued on page 2, column 1)

PS 031374
Printed on Recycled Paper

INSIDE

More on Play 2
Smooth Transitions 3
July Activities 4-5
Urban Institute Report . . 6
Subscription Increase . . .7

Washington Notes

by Charles Pekow
Charles Pekow is the Washington correspondent for SAN. This report was written exclusively for SAN readers.

Committee Approves Child Care Bill

The Child Care & Development Block Grant (CCDBG) could get a $200 million increase every year under legislation approved by a Senate Committee. The Committee on Health, Education, Labor & Pensions approved the Caring for Children Act (S 880), which would reauthorize the discretionary part of the block grant at $2.3 billion in FY 04, $2.5 billion in FY 05, $2.7 billion in FY 06, $2.9 billion in FY 07 and $3.1 billion in FY 08. The program got $2.1 billion in FY 03.

New State Requirements

The bill would also add some new requirements for states. First, they would have to use at least 6% of funds for quality activities, up from 4%. And they would have to report on how they use the money. States would have to spend at least 70% of funds on tuition.

Second, states will have to provide information to parents and providers about quality and availability, guides for choosing care, research on child development and "best practices" and

(Continued on page 6)

Play...

(Continued from front page)

The last group, fifth graders, have used paper to create a design. They ask other children and staff members to try and recreate it.

The children originate, plan, and implement the activities in which they participate. They solve problems, take risks, negotiate, inquire, experiment, participate in dialogue, interact, appreciate multiple perspectives, and most importantly, feel valued through their play experiences in our program. The staff follows the lead of the children by asking thoughtful questions, maintaining safety, and supporting their endeavors – both successes and failures. Supplies are provided for the children to use as they work toward the construction of personal knowledge. The adult-child relationship at our program is transactional in nature. Everyone in the program, staff and children, learn and develop each day together.

To the outsiders these activities may be "just play," even chaotic play. To me it's learning at its finest.

Stacy Dykstra is the director of the Early Childhood Collaborative of Oklahoma. When she wrote this article she was director of the Westminster School After-School Club in Oklahoma City and president-elect of the Oklahoma School-Age Coalition.

A Need to Play

A Review of the Literature

Editor's Note: *A review of our own back issues reveals that almost every year we've published articles emphasizing the need for play and how children learn from play. The "Just Play" article on the front page originally appeared in our July 1998 issue). Yet we see a continuing trend, that started over 30 years ago, that minimizes play in favor of structured academics. Over the years many others have warned of the consequences of reducing play opportunities. We encourage our readers to use these quotes to advocate more strongly for children's free play.*

30 Years Ago...

"When early learning is defined as being only academic learning, play is often taken out of the curriculum to achieve these goals. The elementary school years have traditionally valued "work" in the classroom and have relegated play to recess time only. Kindergarten teachers are reporting that with increasing emphasis on accountability for reaching early academic objectives, there is now less time for play in their classrooms. And often the movement toward "educational" content in the preschools is interpreted in ways which cause downgrading or even abandonment of play time in the preschools as well."

Doris Bergen
Play as a Learning Medium (1974)

"During middle childhood...age 6 to 11, play affects [the] development of problem-solving and creative thinking abilities, communicative and expressive skills, mathematical and scientific knowledge, emotional maturity, and social competencies."

– Doris Bergen

15 Years Ago...

"During the [14] years since [1974 when] *Play as a Learning Medium* was published, the pressures on children to achieve academically in a work-like (or workbook-like!) school environment have not diminished. More over, many school-age children have pressure-filled schedules that monopolize their after-school time as well. The day care and early education programs that stress structured academic learning and omit free playtime is also evidence that...the value of play is minimized."

Doris Bergen
Play as a Medium for Learning and Development (1988)

"...the skills developed in their social fantasy worlds probably help children immeasurably to become competent game players and citizens in their real worlds..."

Kenneth H. Rubin
from *Play as a Medium for Learning and Development*

The Language of Kids

"Play is the language of kids. Play is the way kids explore their world, the way they communicate, the way they work out problems and feel a sense of mastery. Play is the way kids grow, learn, and live. Healthy play is an extremely powerful tool in producing quality kids; cooperative, open, optimistic, loving... kids."

Jim Therrell
How to Play with Kids (1992)

"Play is an experience and attitude of 'Let's explore and create an experience where everyone feels a sense of joy, a tingly sensation through the synergy of cooperation, and a desire that says 'Let's just adapt and do it for the sake of doing it!'"

– Jim Therrell

School-Age NOTES **grants permission for the reproduction of pages 1 and 2 only of this newsletter for the promotion of play as learning to parents, funders, administrators and workshop participants.**

School-Age NOTES

Subscriptions: $26.95/12 issues

Send Inquiries To: School-Age NOTES
P.O. Box 40205, Nashville, TN 37204
615-279-0700, (Tollfree) 1-800-410-8780
(FAX) 615-279-0800

Editor/Publisher: Richard T. Scofield
Managing Editor: Joyce Jackson
Office Manager: Mary-Helen Marigza

SCHOOL-AGE NOTES (ISSN 0278-3126) is published monthly for $26.95 per year by School-Age NOTES, Inc., 2809 Azalea Pl., Nashville, TN 37204. Periodicals Postage Paid at Nashville TN. **POSTMASTER:** Send address changes to School-Age NOTES, P.O. Box 40205, Nashville TN 37204-0205.

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

Smooth Transitions

Does this sound familiar?

One group at the snack table have finished their snack but aren't allowed to leave until everyone is finished. One bored kid crumples up his paper juice cup and pelts another kid sitting across from him. Soon others join in and there's a general melee.

Many conflicts in an after-school or summer program can arise just from poorly planned transitions between activities. The times when children are forced to wait after one activity ends before another begins. David L. Whitaker, in his new book, *After-School Transition Activities: The Ready...Set...Go Guide to Strategies That Work* offers school-age programs sound advice plus easy and fun activities to help transitions go more smoothly. Here is an excerpt from his book:

Three Kinds of Transitions

READY . . .

Transitions in which the adult(s) are trying to get all of the kids ready for the next part of the day. The typical "wait times" that occur when trying to get all of the kids shuffled through the bathroom or the drinking fountain line.

SET . . .

Once all of the kids are rounded up and in one place, they are waiting for what's to come. Circle times and gatherings of the entire group fit into this category as well as unexpected wait times, like waiting on a field trip bus.

GO!

Now the kids are on the move from one activity to the next. This might be a transition from one room to another (such as taking a group to the gym) or from one activity to another.

Tips for Being Ready

When you are trying to get a group ready to do something else or move to a new activity, what are the best ways to make this happen?

1. **Avoid waiting.** Most of all, avoid waiting whenever possible. Children should not have to wait in lines to move from one activity to another, to go to the bathroom, to get drinks, etc.

2. **Adults should be prepared**. It isn't fair to expect children to wait because the adult isn't ready. That means the adult has all materials or supplies out and ready to use for activities.

3. **Get kids' help.** If it isn't possible for the adult to have everything ready, (such as measuring ingredients for a cooking project) then let kids help.

4. **Give five-minute warnings** to children before any activity switches. This gives them time to wrap up what they are doing.

Tips on Getting Set

Here are a few basic guidelines for establishing effective group times, circle times, and gatherings:

1. **If you have a daily scheduled group time, stick to this schedule**. Understandably the weather may cause you to extend or shorten your free time, but develop a set approach for such considerations with which both staff and kids are comfortable.

2. **Make five-minute warning and cleanup a regular part of the transition to scheduled group time.** If group time starts at 4:30, give kids a five minute warning at 4:25. At 4:30, start cleanup and make sure at least one adult is prepared to start group time as soon as the first child is finished.

3. **Put group time activities on a written schedule.** This ensures more variety and eliminates the temptation to simply go with the first song that comes to mind – which also happens to be the same one you did yesterday and the day before. Having it in writing also allows everyone to prepare for what's next.

4. **Involve kids in leading group time.** It is important that the adults first establish a clear picture for the kids of what group time should look like, but once accomplished, kids should become part of the act. They can assist with or lead songs and games. Or give kids the option of signing up to be a group time helper or leader.

Tips to Get Going

When it is time to move from one space or activity to another, here are ways to make it as effective as possible:

1. **Avoid lines.** Kids are expected to move quietly in lines during the school day to avoid disrupting classes or other groups moving through the hallway. There is little or no need for this in a SAC program.

2. **Determine acceptable noise levels.** Are there other people in the building? What are acceptable indoor voices? Is there ever a need to move silently through the building?

3. **Face the kids.** If you are moving with a group of kids, stay at the front and walk backwards so that you can see everyone. You could be at the back, but you have to make sure kids won't start racing each other to be in front.

4. **Be silly.** Kids hate walking down the hall in lines. Make the process fun!

5. **Provide variety.** Kids hate walking down halls and standing in lines because it has become so routine and was never fun in the first place. Make sure you give kids chances to have other more positive experiences.

After-School Transition Activities: The Ready...Set...Go Guide to Strategies That Work, by David L. Whitaker, is available from School-Age NOTES for $15.95, $13.95 for subscribers plus $4.95 shipping and handling. To order using Visa or MasterCard call 800-410-8780 or go online to our website at www.AfterSchoolCatalog.com. Or send a check or money order to School-Age NOTES, P.O. Box 40205, Nashville TN 37204.

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

Happy Birthday America

The 4th of July is celebrated as America's day of independence. It was July 4, 1776 when the Declaration of Independence was signed.

What did children do in 1776? Take a trip back in time to the "good old" Colonial Days.

Butter Churning

You will need: small jar, small pint of whipping cream.

Empty the cream into the jar and tighten the lid. SHAKE! Let children take turns shaking the jar until there isn't any liquid left. Sprinkle in a dash of salt, seal and put in the refrigerator. Serve your homemade butter on a cracker for snack.

Hoop and Stick Game

You will need: hula hoops and dowel rods or broom handles cut in half

The object of the game is to see how far you can roll the hoop by using the stick to move it along – no hands, please. Roll the hoop by placing it on its side, placing the stick inside the hoop and pushing it along. See how fast and how slow you can move the hoop.

Children can create relay teams from one side of the playing space to the other.

Quilt Blocks

You will need: muslin fabric squares, fabric paint, other decorative materials

Give each child a square piece of muslin (your squares can be a variety of sizes ranging from 6"x6"–10"x10". Each child will need to measure off 1/2" around their square – this will be the hem and should not be decorated. Invite each child to decorate their square in some representation of either themselves, programs, families, heritage – or current program weekly theme. Using the 1/2" guide sew the squares together by machine or hand to form a program quilt. Variation: Use construction paper, hole punch around the edges and stitch together with yarn to create the same effect.

*(Note: For more Colonial activities use your favorite search engine and type in: "**colonial crafts for kids**" or "**colonial lesson plans**")*

Indoor Cool Drama for Hot Days

Crazy Definitions

A strange word is shared with the group. The leader passes out blank cards and each child or group writes down what they think the word means. One child is handed a card with the correct definition. They pretend to write on their card. Players share all of the definitions and then the group guesses which is the correct answer.

Magic Scarf Game

Children sit in a circle and one person begins by holding the scarf. The leader suggests a topic such as: the jungle, pirates, or beaches. Each child creates an object that relates to the topic with the scarf. They can either lay the scarf on the floor to create the object or pantomime using the object.

When they have finished, the other players guess what the magic scarf has become.

Water Bottle Carriers

You will need:
thick fabric or felt, glue
yarn or string

Cut a strip of fabric approx. 8" wide by 18" long. (it is best to lay the water bottle on the fabric to be sure of the width). Fold the fabric in half, leaving extra at the top for a flap. Glue or sew the sides of the carrier (if sewing, place right sides together and then turn right side out). Cut several long pieces of yarn and braid together. Tie into a long loop and glue or sew in place along the top of the carrier. Sew a snap or piece of velcro to hold the flap in place when in use. Place the water bottle inside and you're ready to beat the heat!

Paper Bag Kites

July 12th is *National Paper Bag Day*. Make a paper bag kite. You will need:
Large brown paper grocery bag
Strong string, Scissors and hole punch
Masking tape and glue
Paint, crayons, or markers
Paper streamers or crepe paper

Open the bag. Around the top of the bag, punch one hole in the center of each side of the bag. Reinforce with masking tape on both sides of the hole and punch again (this will help keep the holes from tearing. Cut two pieces of string (30"). Thread each piece through two of the holes to create two separate loops. Cut another 30" piece of string and loop this through the two loops to create a handle. Decorate the paper bag and add streamers. Encourage children to create a theme for their kite such as an animal or flying craft, etc. Go outside on a breezy day and run so that the wind catches the inside of the paper bag and fly your kite.

Byline...

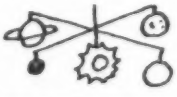
This month's **Activities** and **Ideas Corner** pages were written by *Alycia Orcena* of Marion, OH. Illustrations by *Julie Sorensen* of Danville, NH.

37 Activity Ideas

The minimum number of Activity Ideas in this issue is 37.

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

JULY IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
ICE CREAM	July is *National Ice Cream Month*. Survey the kids for their favorite flavor. Make a chart or bar graph to show data collected. Let kids create their own ice cream flavor.	July 7 is *Nat'l Strawberry Sundae Day*. Cut out ice cream "scoops" on construction paper. Write math problems on each scoop. As they solve problems kids can build a sundae.	*Ice Cream Scoop Relay:* Form teams. Each team has one scoop and bowl of ice cubes. Each player scoops one ice cube and carries it to the bowl at other end. First team to fill bowl wins.	July 18th is *Nat'l Ice Cream Day*. Build your own sundaes. Make your own ice cream. Visit an ice cream store or factory.	Make magnets using small clear plastic cups, fill with pom poms or yarn poms. top with cotton and a small red pom pom. Glue a magnet to the back.
CANADA DAY	July 1 is *Canada Day*. Make a handprint Canadian flag. Glue wide red strips of paper on either end of white paper. Dip hand in red paint and stamp in the center of the paper.	Make some noise for Canada Day. Fill a clean, empty film container with beads or beans. Glue the lid in place. Decorate the outside with stickers or markers.	*Maple Bingo* - Use a maple leaf punch to make bingo markers or let kids cut from a pattern. "MAPLE" goes across the top of the game sheet instead of "BINGO."	Find pen pals in Canada and write letters during the summer months. Make cards to send for Canada Day. How did your new friends celebrate?	Decorate with maple garlands. Paint a red maple leaf on a plant pot. Iron maple leaves, glitter and crayon bits in between sheets of wax paper.
COLONIAL DAYS	Colonial theme activities. Make your own soap using left-over soap pieces. Melt in a double boiler or microwave. Mix together, pour into molds to harden.	Stenciling: Many colonial homes had decorative stencils on their walls. Create your own stencils and make wall posters, quilt squares, or note cards.	Make a child's "horn-book.-" Cut a shape that looks like a square ping pong paddle out of cardboard. Write the alphabet in upper and lowercase on paper and glue to paddle.	Write with a feather or "quill pen." Cut the middle of the shaft of a feather and cut half away. Sharpen the end into a point. Dip into ink or paint and write a message. (Adults must help with cutting.)	Make firecrackers with toilet paper tubes, covered with tinfoil and decorated with stars. Or use life-saver rolls and a piece of star decorative garland. Tie with a bow.
PAPER BAGS	July 12 is *National Paper Bag Day*. Make paper bag puppets. Decorate a paper bag with yarn, felt, silly eyes, construction paper, pipe cleaners, etc.	Put 5-6 different objects into a small paper bag. Pass the bag to a child and ask them to pull out an object and begin telling a story. Continue the same story with each object.	Open and roll down tops of several bags of various sizes. Number each bag with points. Set them up and kids toss balls into the bags. Keep score of the points.	Decide on a piñata animal. Use a large bag for main body and to fill with candy. Roll, twist, and scrunch paper bags to create the rest of the animal. Paint or decorate.	Tear pieces of paper bag into 1" pieces resembling rose petals. Paint. Curl one piece and glue at the bottom. Continue to glue pieces around the center part of the rose to make a flower.
WALKING ON THE MOON	7/20/69–Buzz Aldrin and Neil Armsrong land on the moon. Make moon craters: Paint bubble wrap with plaster of Paris. Let dry and peel off wrap.	Make moon rocks. Collect a variety of rocks in different shapes and sizes. Paint. Hide the rock for a lunar hide and seek.	Create a wall mural or mobile to represent each planet and their moon(s). Show their distance from the sun. 	Create rockets or space crafts with recyclable materials like toilet paper tubes, CDs, film canisters, bottle caps, etc. Decorate. Can any of them fly?	Make a list of all the things you would need to travel into space. Make a giant space ship from cardboard boxes. Travel to the moon or other planets.
PARENT'S WEEK	July 31 is *Parent's Day*. Make a parent area for families to relax in when at the program. Have coffee, juice and snacks available.	*Family Graffiti Board* Hang long sheets of paper. Children write their last name and create symbols to surround it. Families add to the graffiti board with messages, words, or pictures.	Have a special event for parents and guardians. An afternoon tea party or a talent show. Or let them be a "school-ager" for an afternoon.	Make a handprint picture and poem for parents. Have each child dip their hands in paint and place on piece of paper. Write a poem or few words that describe the child at this age.	Interview family members. Find out their likes and dislikes, where they met, how they came to be part of the family, etc. Write and/or illustrate a book that describes your family.

Child Care Bill...

(Continued from front page)

other services families may qualify for (nutrition and health benefits). States also must outline in their CCDBG plans strategies to improve quality using "quantifiable, objective measures." States will report to the Administration on Children & Families (ACF) about what they are doing to help parents with difficulty finding care (such as for children with special needs).

Third, within two years, states have to "conduct a statistically valid and reliable survey of the market rates for child care services" and publish the results.

On the other hand, the legislation gives states more leeway in some respects. They wouldn't have to name one "lead agency" to govern CCDBG. They could create a collaborative or "joint interagency office" instead. So a state social services agency and education department, for instance, could work equally.

And the law would end the requirement that no family earning more than 85% of state median income receive subsidies. States could set their own income limits.

Also, while states would continue submitting quarterly reports on who uses CCDBG, they wouldn't have to complete an additional annual report. And they would no longer have to include information about other benefits families receive as history has shown this information didn't help much. But they will have to report on household size, whether children are getting services under the Individuals with Disabilities Education Act, and when families stop receiving CCDBG subsidies. They will have to report monthly on the number of children receiving subsidies.

Also ACF would have to report annually on state use of the funds, including a specific breakdown on national supply, demand and quality of school-age programs, problems states are having with these factors and how ACF plans to help states with them.

The legislation also would clarify a few ambiguities in previous interpretations of the law. First, it specifies that CCDBG can pay for care for low-income families regardless of whether they receive other subsidies. It also clarifies that states can create different payment rates based on factors such as geography, age of the child, special needs, non-traditional hours, etc.

New Funding Program

And the bill would start a new funding program. The Department of Health & Human Services would get a one-time $30 million Small Business Child Care Grant Program fund to give grants to states competitively for projects encouraging small businesses (two to 50 employees) to provide child care benefits, including subsidizing school-age care. Grants could pay for starting programs, training and technical assistance. No grantee could get more than $500,000. Grantees would also have to pay for half of costs the first year, two-thirds the second year and three-fourths the third with non-federal funds. HHS could keep $2.5 million for evaluation. All activities would end within six years.

Meanwhile, the mandatory part of the block grant may get an increase too. Congress approved a budget for FY 04 that includes a $200 million a year increase in it.

Single Parents Not Using Available Help

Single parents with preschoolers stand a better chance of getting help than the same families with schoolagers. At least that's what the Urban Institute (UI) reported in a recent paper. "At least 58% of low-income single-parent families with a child under age five received help with child care (from public and private sources), compared with 44% of those whose children were all age five or older," reads Getting Help with Child Care Expenses, a report in UI's Assessing the New Federalism series.

The figures include families earning less than twice the federal poverty level. Possible sources of help include government or private support, a relative, non-resident parent, employer, etc (but the report does not include tax credits). UI based its findings on the National Survey of America's Families, last taken in 1999.

Evidently, many eligible families don't ask for help. Only 7% of low-income employed families that did not receive any child care help said they had asked for it. "The others presumably did not feel they needed assistance, did not want assistance from a government program, did not know that assistance might be available, or did not think they would be eligible," the report states. The survey didn't ask parents why they didn't seek help, however.

Only 20% of single parents with school-agers received government help, according to the survey, compared with 38% of those with children under five. "The difference is almost entirely due to the fact that low-income single-parent families with younger children have a higher incidence of government/organization help combined with some child care expenses (26% compared with 10% for low-income single-parent families with no child under age five)," the study concludes.

UI surmises that parents with older children don't bother to seek help because they need care for fewer hours and school-age care isn't as expensive because of higher staff:child ratios. Also, Head Start and some state-funded pre-K programs won't pay for school-age services.

Finally, while 7% of low-income single-parents reported help from a non-resident parent in caring for the kids, only 2% of those with school-agers got such help. UI surmises that the absent parents don't think they need to attend to school-agers as much.

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

Letter to the Editor

The following letter is in response to the "Not Every Program After School is an After-School Program" editorial written by Rich Scofield and published in the April, 2003 issue:

Dear Mr. Scofield:

I have just finished reading your article on resources and best practices for after-school programs for 13-19 year olds. I coordinate the after-school program for the City of Millville Public Schools, where we offer after-school care. I totally agree with your philosophy, and work hard to get my staff to understand the social, emotional and physical developmental needs of our student population.

The Department of Human Services in the State of New Jersey has offered Family Friendly Center Grants for after-school care. In looking at our program this year, I can see that we focus on socialization through enrichment and recreation. We meet children before and after school. We help them get ready for the day and we are ready to assist them when the day is over.

Recently a parent of a 15 year-old female student was looking for after-school care. Nothing was formally available, but the school principal will put her to work as a volunteer helping out in various offices after school. Caring adults technically will mentor her. She did not need academic tutoring; she needed help with self-esteem issues and socialization skills. At an age where she is too young to find a "real job," pseudo work experience will get her into an environment of friendly faces and positive role models.

Thanks for the article and thanks for remembering Fred Rogers. I think he would agree with you too.

Very truly yours,
Alice K. Davidson,
Coordinator, School-Age Child Care
Family Friendly Center Grant Manager

Subscription Price Increase

This summer will be a good time to renew your subscription to *School-Age NOTES*. Beginning with our September, 2003 issue, subscription rates will increase to **$28.95** for a one-year subscription and **$51.95** for a two-year subscription.

Rising postal costs and printing expenses necessitates this increase, the first in three years.

Canadian and other foreign subscriptions will also increase. Canadian subscriptions will be **$31.95** for one year and **$57.95** for two years. Foreign subscriptions will increase to **$33.95** for one year and **$61.95** for two years.

To determine your subscription expiration date, look at the row of numbers above your name on the address label. The third set of numbers, beginning with "20" is your expiration date, with the full year first (such as 2004) then the month (such as 01) and then the end of the month day (either 30 or 31, or 28 and 29 if February). So a typical expiration code reads 20040131.

Call 800-410-8780 (U.S.) or 615-279-0700 to renew your subscription with Visa or MasterCard. Or go to **www.AfterSchoolCatalog.com** to renew online. Or mail your check to P.O. Box 40205, Nashville TN 37204.

Summer Catalog

The **Summer 2003 After-School Catalog** is on its way to subscribers if you haven't already received it. Check out this catalog for five new titles we found that will enhance all aspects of your after-school and summer program. We also welcome the return of three titles we've carried before and offer again. See page 8 for descriptions of some of the new titles available.

Corrections...

Alert readers called our attention to a couple of errors in our April 2003 issue:

In reporting on the Mathematica Report on the front page, we inadvertently misspelled Judy Samelson's name. Samelson is the executive director of the After-School Alliance.

On page 5, in the **May Ideas Corner**, we mistakenly gave wrong information. Under **Sports Birthdays** we said that *Willie Mays*, whose birthday is May 6, was the first African-American baseball player in the major leagues. While Mr. Mays made valuable contributions to baseball in his own right - we all know that ***Jackie Robinson*** was the first African-American to play in the major leagues. This error was made by School-Age NOTES staff and not the writer of the activity pages.

We are pleased to set the record straight.

SAC CONFERENCES

ILLINOIS September 20, 2003
IL SACC Annual Conference, Bloomington
Contact: Curtis Peace, 800-649-1766 or www.isaccn.org

SOUTH DAKOTA Oct. 10-11, 2003
4th Annual SoDakSACA Conference, Rapid City
Contact: Billie Jo Bakeberg, 605-717-1220, bbakeber@spearfish.k12.sd.us

MISSOURI Oct. 17-19, 2003
MOSAC2 10th Annual Conference, Kansas City
Contact: Debbie Ervay, 816-415-6789, dervay@liberty.k12.mo.us

VIRGINIA Oct. 17-18, 2003
VSACC Conference, Richmond
Contact: Elise Pailthorpe, 757-421-4672, epailthorpe@aol.com

CALIFORNIA Nov. 6-8, 2003
National Middle School Conference, San Diego
Contact: CalSAC, 415-957-9775, www.calsac.org

YMCA NAT'L CONFERENCE Nov. 13-16
YMCA Child Care Conference, Baltimore
Contact: Barbara Roth, 800-872-9622, ext. 4693

NSACA CONFERENCE February 26-28, 2004
16th Annual Conference, Tampa FL
Contact: www.nsacaConference.com, 800-606-0061

Let us know about YOUR SAC conference!

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

School-Age NOTES
PO Box 40205
Nashville, TN 37204-0205

ADDRESS SERVICE REQUESTED

PERIODICALS

June 2003

*****AUTO**MIXED AADC 370 59 1 312
00388265 COMP
DIANNE ROTHENBERG
ERIC/ECE ACQUISITIONS
CLG OF EDUC/UNIV OF IL
51 GERTY DR
CHAMPAIGN-IL 61820-7469

RESOURCES

New Books Available

Here's what's new in the **Summer 2003 After-School Catalog:**

The Math Explorer: Games and Activities for Middle School Youth Groups

Games, puzzles, paper crafts, and science experiments that help middle school children develop math skills while having fun. Simple, straightforward explanations of the math concepts involved in each activity plus tips on how to use each activity. Kids will have fun making stomp rockets or tetrahedral kites, creating a Jacob's Ladder or Greeting Card Boxes. Games include Madagascar Solitaire, Pig, and Oddball. Simple enough instructions so that staff don't have to be math whizzes either! 216 pages. **$24.95 (Subscriber price: $21.95)**

Number Jugglers Math Game Book

Over 20 games that encourage children to think, reason, and create with numbers. An excellent way to enhance math skills while having fun. Games can be adapted to all ages and abilities from kindergarten through 6th grade. The *Hit the Jackpot Game*, *Operation Game* and *Odd and Even Game* are just a few of the ways children can play and learn. Includes a custom-designed deck of 86 number cards. **$12.95 (Subscriber price: $11.95)**

Character Education: 43 Fitness Activities for Community Building

Physical education activities designed to help school-age children develop social and psychological skills with their peers. Children practice giving praise, offering suggestions, solving problems and working together. Though-written for the P.E. educator, the concepts can easily be adapted for any group as the principles are the same - developing a sense of unity and cohesiveness through "huddle" activities with groups of kids forming teams that stay together throughout the year. 240 pages. **$18.95 (Subscriber price: $16.95)**

The Virtues Project™ Educator's Guide

Character awakening activities and practices for grades K through 12. Proven methods for creating a culture of character using the "Virtue of the Week" program and other activities. Also offers guidelines for discipline based on "restorative justice" and tips for the transformation of bully behavior. Innovative methods for peer mentoring and one-minute counseling strategies that work. 246 pages. **$24.95 (Subscriber price: $21.95)**

Volume XXIII #11 The Newsletter for After-School and School-Age Care Professionals July 2003

School-Age NOTES

ISSN0278-3126 © 2003 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Lessons of Hope

The Boys & Girls Club Mission

At their 2003 annual conference held in Orlando Florida during May, the Boys and Girls Clubs of America released an updated mission titled "Lessons of Hope."

Roxanne Spillett, President of the organization, delivered in the keynote address what could be called a reaffirmation of the "time-tested principles" of the Boys and Girls Club Movement.

"The willingness and availability of authentic, caring adults to be responsive to life's daily realities far supersedes the content of any program."

Spillett emphasized the core of the organization's mission has remained unchanged over the years:

"Over time the Boys & Girls Club mission has been expressed in many different ways, but the essence remains the same: to inspire and enable young people to become responsible, productive, caring citizens...to provide young people the chance to break out of the boundaries imposed on them and experience new opportunities never before imagined." Spillet says that this is a mission of "hope and opportunity."

Key to their philosophy is providing a "unique system of informal guidance" and providing opportunities for "ongoing relationships with caring adults." The clubs provide "daily access to a safe, easily accessible and affordable place where there are diverse programs and activities that attract young people, and caring adult professionals who know how to positively guide and influence them." These adults "offer the opportunity to communicate rules and expectations; provide meaningful challenges; develop self-confidence and self-esteem; and offer young people informal guidance to help them make good decisions in life." Boys & Girls Clubs make the caring adult professional one of the most important aspects of the program: "The willingness and availability of authentic, caring adults to be responsive to life's daily realities far supersedes the content of any program."

Another core element of the program is the youth development philosophy: "The youth development philosophy is the way our professionas communicate and interact with young people to build in them:

- *a sense of belonging* – a setting where young people know they fit and are accepted.
- *a sense of competence* – the feeling that there is something each young person can do well.
- *a sense of usefulness* – opportunities to do something of value for others, to assume real responsibility and do real work.
- *a sense of influence* – a chance for every young person to be heard, to lead, to take part in decision making and feel that they have control over their own lives."

The clubs are also devoted to character building. Spillett says: "In today's world, success is often defined in terms of educational achievement, in the sense of acquiring knowledge. Although important and part of the Club experience, what matters most is not the acquisition

(Continued on page 6)

INSIDE

Back to the Farm. 2
The Look of Peace 3
August Activities 4-5
Washington Notes 6
Lights On! 7

KidsDay/Lights On! Events Coming Up

Two national events that after-school and summer programs can be actively involved in or encourage families to participate in are happening in August and October.

National KidsDay (NKD), sponsored by the Boys & Girls Clubs of America and **Lights On! Afterschool**, sponsored by the Afterschool Alliance, both focus on the need for meaningful relationships between adults and children and safe places for children to go when parents are not at home.

National KidsDay

NKD was created to celebrate nd honor America's children through the gift of meaningful time. Created by the Boys & Girls Clubs of America, in collaboration with other youth-serving organizations, the day is observed on the first Sunday of August. This year that day is August 3. Inaugerated in 2001, the goal of the organizations behind NKD is to make it a national day for children that is observed annually.

Check **www.kidsday.net** for ideas on how to promote this day. Although observed on a Sunday, summer programs can find ways of recognizing the day and encouraging families to take

(Continued on page 7)

Printed on Recycled Paper

Back to the Farm

by Georgia Hall, Ph.D

Editor's Note: *The National Institute on Out-of-School Time (NIOST) contributes a column on issues in our field to SAN on alternate months.*

One of the principle rules in dairy farming is always close the gate behind you! There was a moment of crisis on a family run farm where my daughter and I were working last summer when the gate was left open, and eleven cows as if instinctively knowing the path was open, took off to stomp the newly planted vegetable garden. What was most exciting was to observe the farm staff hasten to chase each wanderer down and eventually lead them all back to the barn. While the staff were engaged in crisis management activity, the youth who were spending the week on the farm cheered from their bunkhouse. To this day, I am not sure for which side they were rooting!

American culture is deeply rooted in the experience of farming and gardening. Yet, many youth today have not experienced any activities that involve an in-depth level of caring for animals or plants other than growing seeds in a classroom or a family pet. There are in fact many programs such as 4-H clubs that provide experiences for participation on farms, and also other clubs that promote community-based youth farm and garden projects.

Summer is a perfect time for youth programs to take advantage of the many ways that farm and garden projects can contribute to youth development. Farm and garden projects can focus on a variety of themes including environmental education, community development, physical skill development, ecology, and zoology. Hazluza-Delay (2001) suggests that we might foster a youth's sense of stewardship toward her/his own environment through naturalistic observations. Youth can better understand the critical importance of caring for the environment through the experience of planting and caring for their own garden.

The sense of satisfaction at the end of a long farm day...can help youth make the connection between time invested and benefit gained.

Farms can be illuminating models of efficient work habits and time management. I spent a week last summer on a family farm with 25 youth. They fell right into step with the farm staff, waking at 6:00 AM for chores, picking the lunch salad daily from the farm garden, and turning the compost. There were powerful lessons in the symbiotic lifestyle that made the farm work. Both farming and gardening can offer authentic learning opportunities for youth outside of their typical spheres. The sense of satisfaction at the end of a long farm day or after harvesting a vegetable that required hours of weeding and watering, can help youth make the connection between time invested and benefit gained. Farming and gardening have many of the fundamental experiences in which we are looking to engage youth as suggested by the National Research Council (2002) and others:

(a) Being productive. Working towards a product helps youth see the connection between inputs and outputs.

(b) Connectedness/Opportunity to contribute in meaningful ways. Gardens and farms can require extensive teamwork. Many tasks are dependent on others being executed. Even small tasks can be critical to success.

(c) Challenging experiences. Farming and gardening involve navigating new tools and situations. Learning flexibility around unexpected circumstances such as weather, plant disease, or temperamental animals yields valuable practice in creative and critical thinking.

(d) Integration of family, school, and community. Community gardens offer wonderful opportunities to form local social networks. School beautification projects can uplift community morale and participation. Family farms offer a unique example of family resourcefulness and continuity around goals.

There are multiple ways that out-of-school time programs can integrate gardening and farming experiences into their curriculum. Many family farms welcome youth groups as visitors and may be able to incorporate youth into the daily task schedule. Even a several hour visit to a family farm can help stimulate a deeper conversation and understanding of the food system and economic relationships between producers and consumers. The intricate relationship between animal, farmer, and technology on a dairy farm can be fascinating to observe.

(Continued on page 7)

School-Age NOTES

Subscriptions: $26.95/12 issues

Send Inquiries To: School-Age NOTES P.O. Box 40205, Nashville, TN 37204 615-279-0700, (Tollfree) 1-800-410-8780 (FAX) 615-279-0800

Editor/Publisher: Richard T. Scofield
Managing Editor: Joyce Jackson
Office Manager: Mary-Helen Mangza

SCHOOL-AGE NOTES (ISSN 0278-3126) is published monthly for $26.95 per year by School-Age NOTES, Inc., 2809 Azalea Pl., Nashville, TN 37204. Periodicals Postage Paid at Nashville TN. **POSTMASTER:** Send address changes to School-Age NOTES, P.O. Box 40205, Nashville TN 37204-0205.

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

What Does Peace Look Like?

by Joyce Jackson, Managing Editor

In her book, *The Virtues Project™ Educator's Guide*, Linda Kavelin Popov lists 52 virtues that every person has the ability to acquire. These virtues, such as *friendliness*, *generosity*, *helpfulness*, *honesty*, *courtesy*, and *cooperation*, are the basis of Popov's weekly themes for teaching children how to be more virtuous. And it stands to reason that as children and staff acquire the various virtues, conflict in your program will be minimized and there will be a more peaceful, joy-filled environment that both children and adults will enjoy coming to.

However, children tend to be concrete thinkers and the abstract concepts behind the virtues can be hard to explain. One way to encourage children's understanding of various virtues is to talk about or have children demonstrate what the virtue "looks like."

What Does....Look Like?

For young school-age children, ages 5-8, the more concrete an example you can give to demonstrate a concept the easier it will be for them to understand the concept. For example, showing photos of people engaged in an act of service, such as picking up trash, carrying grocery bags for someone, serving a meal, demonstrates concretely what service looks like. After showing photos or drawings, engage the children in a discussion in which they can give their own concrete examples of what the virtue you're discussing looks like. Ask them, "What does **Love** look like?" and see how many different examples they can give of love. They can be encouraged to respond with ideas like hugging their mother; feeding their cat; holding a baby brother or sister. An additional activity would be to ask them to draw a picture showing what the virtue looks like.

For older school-agers, ages 9 and up, they can begin to reason more abstractly but concrete language will help reinforce the concepts. More complex questions can lead to deeper discussions. For example ask the following about compassion:

What would **Compassion** look like if...

♥ Your dog is caught up in his leash?

♥ A new student is lonely and feels left out?

♥ Your father seems really tired after work?

For any age group engaging in an activity or service project tangibly demonstrates the virtue you're attempting to reinforce. If you're practicing the virtue of **Cleanliness** then a day of picking up trash in the neighborhood practically reinforces the concept.

A concrete example of the virtue of Service.

Catching Children in the "Act"

Another way to reinforce the virtues you've attempted to teach the children is to "catch them in the act" of being virtuous. After a few weeks of studying different virtues, form a "Virtues Squad" made up of both staff and children. Their responsibility throughout the week is to make note of when a child reflects a virtue. Give each member of the squad an index card or sheet, perhaps preprinted with "I caught (name of child) being (name of virtue) today. He/she was (describe the activity that reflected a virtue). Throughout the day each squad member should silently observe other children (and staff!) and note down when that person is unconsciously acting on a virtue. The key is to not let the person know that they're being observed. At the end of each day the Virtues Squad members can turn in their sheets to the program director. During the final circle time or gathering of children before the end of the day, the director reads out the names of five children and names the virtue they were "caught" acting on. Then that child is rewarded with a group cheer – a simple "Hip hip hooray" is sufficient. The goal should be that by the end of the week every child has been "caught" performing some virtue.

All children love tangible ways of understanding life. And all children love to be recognized for doing something good, especially since they are usually only recognized when doing something wrong. With concrete examples to explain virtues concepts and group recognition for every child when they act out a virtue, everyone will become more willing to act on these virtues, creating a more peaceful existence for everyone.

Try these Virtues Reflection Questions on ...

Peace

What can people like you and me do to create peace in the world?

What gives you a sense of peace?

When do you find yourself feeling most angry?

How can you handle your anger peacefully?

Name three things you can do if you see a fight starting?

How would things change at home for you if you became a peacemaker?

How can you become peaceful when you are worried?

from *The Virtues Project™ Educator's Guide*, 1998

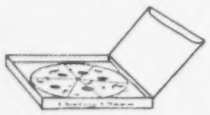
All Things Poetic

The thought of writing poetry can be intimidating to kids. Share enjoyable poetry with children by great children's poets like Shel Silverstein. His poems are silly and on target for kids!

Reading poetry aloud is fun for children. Provide a tape recorder, blank tapes and plenty of poetry books. Children can read the poems aloud, tape themselves, and listen back.

Poetry Pizza Portfolios

Take two pieces of construction paper and cut out 2 large circles of the same size. Divide the circles into even "slices" using a marker. Provide one slice per poem you wish to feature. Place the two circles on top of each other. On each slice of the bottom circle, children copy a poem that they wrote. Decorate the top circle like a pizza and then cut along the marker lines almost to the center. Staple the circles together in the middle and voila! You have a Poetry Pizza Portfolio! Using donated unused pizza boxes to put your poetry pizzas in are loads of fun if you can get them. Just call area pizza places to see if they can "deliver."



Poetry Scramble

Make an adaptation of magnetic poetry. Cut construction paper into a variety of small shapes—about two inches. Provide children with various poetry books and ask them to copy a word onto each shape. Children can place their shapes into a plastic sandwich bag when completed. Then the fun begins! Dump them out, rearrange the words, and make a new poem!

Poetry Rap

Pass out poetry books and have students choose a favorite poem to "rap" to the group.

Amazing August

Flying High

Orville Wright of the famous flying Wright Brothers was born August 19. To celebrate, have a paper airplane-flying contest. Award prizes for longest flight, best dressed plane, etc.

Star Gazing

Astronaut Neil Armstrong was born August 3. Make a stargazer to commemorate his birthday. Cover one end of a toilet paper roll with a 4-inch square of aluminum foil. Secure with a rubber band. Use a pin to poke holes in foil. Point at light source; look inside to see the stars.

The Right to Vote

Women first received the right to vote through the 19th Amendment on August 26, 1920. Hold an election to determine snack or another activity or maybe to elect club officers. How does it feel to let everyone help make a decision?

Community Service

Roberto Clemente was born August 18. Clemente was a great baseball player and wonderful volunteer. Discuss how your group could make a difference in your community through a service project. Plan the project and carry it out.

86

Wacky Water Days

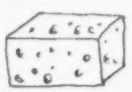
Children WILL get wet playing these games. Bathing suits or old clothes are in order and games should be played outside in an area that won't get too slippery once it is wet.

Drip! Drip! Splash!

This game is really a water version of Duck! Duck! Goose! Provide kids with a large bucket of water and one plastic cup. Children sit in a circle and the person that is "It" gets a cup full of water. He sprinkles a little water on each person as he says, "Drip! Drip! Drip!" When he is ready, he dumps the rest of cup on a child and says "Splash!" The splashed child chases "It" around the circle as "It" tries to return to the other child's spot before being caught.

Sponge Relay

You need two full buckets of water, two sponges, and two empty buckets placed at a distance from the full ones. Divide into two teams. Each member of the team must fill a sponge, carry to the empty bucket, squeeze out, and run back. When all members of both teams have gone, the winning team is determined by which bucket has the most water.



Byline...

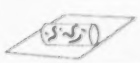
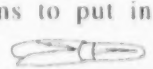
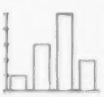
This month's **Activities** and **Ideas Corner** pages were written by *Debra Riek* of York Haven, PA. Illustrations by *Julie Sorensen* of Danville, NH.

42 Activity Ideas

The minimum number of Activity Ideas in this issue is 42.

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

AUGUST IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
ONE OF THOSE DAYS	Read *Alexander and the Terrible Horrible No Good Very Bad Day* by Judith Viorst. Let kids discuss a day that went badly for them.	Have kids draw a picture or write a story about how Alexander could have a great day.	Pair kids off. One is a reporter, the other is Alexander. Tape-record an interview with Alexander about his terrible day.	Find Australia on a map or globe. Lay out routes Alexander could take to get there.	Kids design a postcard sent from Australia by Alexander. What kinds of activities is he doing while there?
PERFECT POETRY	Write a Haiku poem. Haiku is a Japaense form of poetry and has 5 syllables in the first line, 7 syllables in the second line, and 5 syllables in the third. No need to rhyme.	Write Acrostic poems - the first letter of each line aligns vertically to form a word that is often the subject of the poem.	A Diamante poem is shaped like a diamond. Line 1 has 1 noun; line 2 has 2 adjectives, line 3-3 participles, line 4-4 nouns, line 5-3 participles, line 6-2 adjectives, line 7-1 noun.	Write a Clerihew poem. They are four lines long. The first two lines rhyme and the last two lines rhyme. They are usually about people.	Read examples of limericks then try writing them. They are five line poems. Lines 1, 2 and 5 rhyme and lines 3 and 4 rhyme. Typically silly, they are fun to write.
REMEMBERING SUMMER	Play charades with kids acting out their favorite thing they did this summer.	On a map of the U.S. (or Canada or Australia!) and your state or province have kids draw lines from your town to the places they traveled over the summer.	Create summer scrapbooks by folding several layers of construction paper in half. Have kids write and draw about some of their favorite summer activities.	Kids can design travel brochures for places they visited. Trifold a piece of unlined paper for the format. Provide travel brochures to stimulate thinking.	Design the front page of a newspaper with the headline "Our Summer." Kids write articles and lay out photos from summer program activities to create a newspaper. Hang in the room.
PAPER ROLLS ROCK	Have a toilet paper roll race. Decorate and number paper rolls like race cars. Line up behind the paper roll and at the "Go" signal blow the roll to the finish line.	Decorate a toilet paper roll. Use a 4-inch square of paper and a rubber band to seal the end. Fill with a few paper clips. Secure the second end and you've got a maraca.	Glue yarn in different patterns to a toilet paper roll. Let dry. Brush lightly with paint and roll the design on to a piece of paper. 	Make napkin rings. Cut toilet paper rolls into four equal rings. Cover with construction paper and decorate. Roll up paper napkins to put in rings. 	Cover rolls with aluminum foil and decorate. Tape each end of a piece of yarn to the inside of tube for a handle. Insert "secret letters" or prizes.
IT'S ALL ABOUT ME	Pass out small mirrors and have kids paint their self-ortraits. Provide multicultural paints or crayons.	Use butcher paper and trace around a child's whole body. Have them color in their shape and add clothing and hair.	Make Feelings Masks. Children decorate the front and back of paper plate with a face showing two different feelings. Attach a popsicle stick and everyone guess the feelings.	Tape a piece of paper to the wall and have kid stand so profile is across the paper. Shine a flashlight onto the paper and trace around the shadow.	Fold a piece of paper in half. Have kids paint their names on one half of the paper. while the paint is still wet, fold over the other half of paper to reprint the name.
GETTING TO KNOW YOU	*Name Tag.* You must say the name of "It" before you are tagged. If tagged you're frozen. Someone can unfreeze you if they give you a high five and say their name and yours.	"Nice Try" - Put lines corresponding to how many letters in the name. Children guess letters. Right letters get filled in; wrong letters earn a letter in the phrase "NICE TRY."	Kids draw a picture of themselves on the front of a paper plate and write their favorite things about themselves on the back. Hole punch and attach a string to hang.	Make a favorites graph. Kids vote on their favorite color, singer, subject, etc. Create a bar graph to chart the favorites. 	Have kids string a necklace with beads, buttons or macaroni noodles, as many or as few as they want. They must tell one thing about themselves for every bead they used.

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

Washington Notes

by Charles Pekow

Charles Pekow is the Washington correspondent for SAN. This report was written exclusively for SAN readers.

Child Care Assistance Changes

States are making it harder to get child care assistance, the General Accounting Office (GAO) revealed in a recent report. The report examines changes in state eligibility policy since January 2001 and could provide ammunition for the case to increase the size of the Child Care & Development Block Grant and make other proposed changes in pending legislation (see the June issue). GAO surveyed all 50 states and the District of Columbia.

In most states, families needn't have collected welfare to get child care subsidies. Most states serve those receiving Temporary Assistance to Needy Families (TANF), those moving off it, and other low-income working households. But half the states (26) don't serve all eligible families that apply. States determine their own eligibility criteria, so it's possible the 25 states that serve all comers set tough standards. Tennessee, for instance, only serves TANF families and those transitioning off it for 18 months. Many states give priority to TANF cases. GAO found that 35 states had changed their policies regarding availability of child care subsidies in the last two years.

Specifically, 23 decreased availability, nine increased it and three did some of each. Overall, GAO assumes that state rules disqualify more families now than in the year 2000, but it could not determine changes in the numbers of children served or families' outcomes. Nine states stopped paying for care for new applicants. Fourteen states lowered the income eligibility level. Nebraska reduced the level for working families who never received welfare from 185% to 120% of the federal poverty level. Missouri and North Dakota didn't lower their eligibility levels but declined to adjust them for inflation. Kentucky is adding a 20-hour workweek requirement.

Meanwhile, 10 states increased copayments, but five states reduced them. On the other hand, 28 states increased reimbursement rates to providers but only for decreased them. And 22 states increased spending on quality activities, while only 10 reduced it.

A few states, however, give non-TANF cases a priority. New York, for instance, guarantees assistance to families eligible for TANF but who choose not to take it. Massachusetts guarantees care for low-income military families with a parent deployed overseas.

And some states increased the range of eligible families. New York allows counties to provide subsidies while parents earn undergraduate degrees. Oklahoma added 30 days of child care for families looking for work.

The outlook for FY 04 appears mixed, according to budgets governors submitted. While 11 states said they planned to keep the same level of child care funding, another 11 said they'd cut it. Only seven governors planned increases. The other states either hadn't planned a budget yet or didn't respond to the question.

For a free copy of the 43-page Child Care: Recent State Policy Changes Affecting the Availability of Assistance for Low-Income Families, request GAO-03-588 from GAO, 441 G St. NW, Room LM, Washington, DC 20548, (202) 512-6000, TDD (202) 512-2537, fax (202) 512-6061, www.gao.gov.

B&GCA...

(Continued from front page)

of knowledge alone, but teaching young people to live honorable lives."

"...what matters most is not the acquisition of knowledge alone, but teaching young people to live honorable lives."

"Fun, diverse and interesting experiences" is, according to Spillett, "one of the most important principles," of the movement. "They bring young people into the Club and keep them coming back. They enable our professionals to get to know young people and develop bounds that positively influence young lives."

The Boys & Girls Club movement, while reaffirming their traditions, recognizes the importance of staying current with the needs of young people today. This includes recognizing the value of reinforcing educational principles that children are learning in school. Yet, they stop short of truly endorsing an academic curriculum in their Clubs, recognizing again that children need to have recreational time and time with caring adults that helps them develop social and emotional skills.

"As a Movement we have recognized the importance of education and technology in today's world. Yet our strategy is not to teach in a formal way, but to use the natural interests of young people as a way of reinforcing basic educational and technology skills. Homework help and tutoring are there for young people, but so are the broad range of activities and freedom of choice so basic to the Club experience."

To find out more information about the National Boys & Girls Clubs of America and their century of contributions to the after-school field, go to www.bgca.org.

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

Farm...

(Continued from page 2)

School grounds or other community building grounds are often workable options for planting gardens. With support from the Center for Ecoliteracy in California, students at Martin Luther King Jr. Middle School in Berkeley have turned part of their schoolyard into a working garden called the "Edible Schoolyard." School garden projects started in the spring are often left unattended at the end of the school semester, making a perfect opportunity for summer out-of-school time program youth to pick up the tasks. Consider inviting a nursery owner to visit with youth at the program site in order to share gardening tips and suggestions. Libraries have many resources for gardening, nature studies, and nature games.

The following resources may be helpful in planning farming or gardening related experiences for an out-of-school time program:
www.ecoliteracy.org
www.aggie-horticulture.tamu.edu/kindergarden
www.usfarmnetwork.com
www.greenlink.org/offc/
www.4-h.org/

References:

Hazluza-DeLay, R. (2001). Remystifying the city: Reawakening the sense of wonder in our own backyards. Thresholds in Education, 27, (3-4), 36-40.

Georgia Hall is a Research Scientist for NIOST
For more information contact:
www.niost.org
Center for Research on Women
Wellesley Centers for Women
Wellesley College, 106 Central Street,
Wellesley, MA 02481
e-mail: ghall@wellesley.edu
phone: 781-283-2530
fax:781-283-3657

SAC CONFERENCES

IOWA Sept. 19-20, 2003
Annual ISACA Conference, Des Moines
Contact: Terry Clifton, 515-457-5854

ILLINOIS Sept. 20, 2003
ILSACC Annual Conference, Bloomington
Contact: Curtis Peace, 800-649-1766 or www.isaccn.org

WASHINGTON Oct. 2-4, 2003
WASACA Conference, Spokane
Contact: 888-419-9300

OHIO Oct. 11, 2003
Ohio Professionals for School-Age Children Conference, Columbus
Contact: Jennifer Gibson, 440-960-7187 or Becky Ketron, 800-340-0600

SOUTH DAKOTA Oct. 10-11, 2003
4th SoDakSACA Conference, Rapid City
Contact: Billie Jo Bakeberg, 605-717-1220 or bbakeber@spearfish.k12.sd.us

MISSOURI Oct. 17-19, 2003
MOSAC 10th Annual Conference, Kansas City
Contact: Debbie Ervay, 816-415-6789, dervay@liberty.k12.mo.us

VIRGINIA Oct. 17-18, 2003
VSACC Conference, Richmond
Contact: Elise Pailthorpe, 757-421-4672, epailthorpe@aol.com

CALIFORNIA Nov. 6-8, 2003
Nat'l Middle School Conference, San Diego
Contact: CalSAC, 415-957-9775, www.calsac.org

NORTH CAROLINA Nov. 6-8, 2003
NCSACC Annual Conference, Greensboro
Contact: Karen Kestler, 252-747-5831, ncces@eastlink.net

YMCA CONFERENCE Nov. 13-16, 2003
YMCA Child Care Conference, Baltimore
Contact: Barbara Roth, 800-872-9622, ext. 4693

NSACA CONFERENCE Feb. 26-28, 2004
16th Annual Conference, Tampa FL
Contact: www.nsacaConference.com, 800-606-0061

Special Events...

(Continued from front page)

part. Polling the children about their favorite family activities then compiling a list to hand out to parents would be one way to encourage families to observe the day. Opening the program on Sunday for a special family cookout and family games day is another idea for participation.

Lights On Afterschool!

The 4th annual **Lights On Afterschool!** event will be observed nationally on Thursday, October 9. Created by the Afterschool Alliance, the goal of the day is to raise national and local awareness of the importance of after-school programs; to increase the amount of funding and resources available to after-school programs; to support existing after-school programs in their efforts to expand or improve, and to help launch new after-school programs; to ensure all children have access to quality affordable after-school programs by the year 2010.

To get more information on how your program can participate or to get a Lights On Afterschool! Toolkit, go to **www.afterschoolalliance.org**.

School-Age NOTES
SEND TO: P.O. Box 40205 • Nashville, TN 37204 • 615-279-0700
Yes, sign me up for: ❑ New Subscription ❑ Renewal
❑ 1 year $26.95 | ❑ Canada $29.95 U.S. Funds | ❑ Foreign $31.95 U.S. Funds
❑ 2 years $49.95 | ❑ 2 years $55.95 U.S. Funds | ❑ 2 years $59.95 U.S. Funds
Payment (must be included): ❑ Check or money order ❑ VISA ❑ Master Card
Card #: _____ Exp. Date: _____
Name _____
Program Name _____
Address _____
City / State / Zip _____

School-Age NOTES
PO Box 40205
Nashville, TN 37204-0205

ADDRESS SERVICE REQUESTED

PERIODICALS

July 2003

*****AUTO**MIXED AADC 370 59 1 370
00388265 COMP
DIANNE ROTHENBERG
ERIC/ECE ACQUISITIONS
CLG OF EDUC/UNIV OF IL
51 GERTY DR
CHAMPAIGN IL 61820-7469

RESOURCES

Science/Math Resources

The Center for Hands-On Learning offers complete science and math kits for programs and classrooms that want to reinforce these concepts in a fun, hands-on way.

The center was formed by a group of teachers who were looking for a way to provide all the materials anyone needs to teach a complete unit of science.

As a result, kits with enough material for 40 kids are now available.

In addition to science and math, the center offers family math kits, Native American games, multicultural materials, and more for reinforcing math and science concepts while everyone has fun.

The group also offers training and workshops on how to effectively use the kits. Source materials that the kits are based on come from the Exploratorium Museum in San Francisco.

For more information call the Center for Hand-On Learning at 1-800-894-1492 or 505-896-1122 or go to www.handsonlearning.org.

Youth Resource

Empowering Youth is a website that offers materials and information for encouraging youth to develop life skills and assets.

In addition to information on the website that is useful to young people, as well as a free e-newsletter, there are board games like the Hidden Treasure of Assets Game and the Career Expedition Game which can be ordered. Other materials include conflict resolution and peer tutoring materials.

Go to www.empowering-youth.com or call 715-268-4885 for more information.

ADD Resource

The **A.D.D. Warehouse** offers a catalog of resources for "the understanding and treatment of all developmental disorders, including ADHD and related problems."

The catalog includes books and videos for adults who are either parents to or work with ADD children, as well as books, videos and games for children to help them understand the disorder and learn ways to manage it. Other materials include testing and assessment tools, resources for adults with ADD and more.

Go to www.addwarehouse.com for more information or call 1-800-233-9273 to request a catalog.

Volume XXIII #12 The Newsletter for After-School and School-Age Care Professionals August 2003

School-Age NOTES

ISSN0278-3126 © 2003 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Reduce Conflict By Meeting Developmental Needs

by Marsha Faryniarz

Editor's Note: *Many of the conflicts that can arise during an after-school program, either between kids and staff or kids and other kids, can be remedied through a relatively simply approach: creating a* ***child-centered program*** *based on the specific developmental needs of school-agers. Author Marsha Faryniarz offers some ideas on how this can be accomplished.*

Let's face some facts about school-age kids. They're high energy (usually), they're noisy (sometimes) and they're hungry (always). I think that's a fair and accurate description. It's very easy to understand why some of them have to really work hard in a school sitting where they have to sit, be quiet and eat when it's time. However, high quality school-age programs are run in such a way that understand and accommodate the needs of the children in care. Unfortunately, some school-age programs resemble more of a classroom environment than one in which kids are allowed to be…well, kids!

Is it easier for staff to do everything? Of course it is! Is it really meeting the developmental and basic needs of the children? No, it is not.

As a twenty-year veteran of school-age care, it doesn't take me too long at any program to determine if the program is meeting the needs of the kids, or designed to meet the needs of the staff. I can assess this fairly quickly by the set up of space, the noise level (or lack thereof) and a glance at the schedule. Is it unusually quiet? Are all children engaged in staff-centered activities? Do all kids have the same schedule all afternoon? Are five different children begging the staff to do a number of different activities than the one offered? If the answer is yes to most of the above, then it's obvious to me that the program is staff centered and needs to reassess whose need is being met during the program hours.

A true quality school-age care program is one that is set up so that kids can flow easily though their day without a lot of direction from staff. Let's face it–these children have been in school all day taking directions from a number of adults ranging from Mom to the lunch lady. The last thing I remember looking forward to at the end of my school day was more adults telling me what to do. I couldn't wait to run to my room, change my clothes and get outside to play a rousing game of Kick the Can with twenty of my closest friends. What happens to the children as they arrive to your program after their long day? Do they:

A). Put their stuff away and sit quietly until all children arrive and attendance is taken?

B). Put their stuff away, check in w/ the director and wait for some direction about what's happening next?

C). Come in, put their stuff down and head outside or to an activity area…

OK, as is typically the case, C is the best answer. Why make the first child come in and have to be quiet until all

(Continued on page 3)

ISSN 0278-3126 Printed on Recycled Paper

INSIDE

Taking Mess Out of Art . . 2
September Activities . . . 4-5
Washington Notes 6
Special Parent Page 7

New "Booster Seat" Laws Affect SAC Programs

The count is up to 19 states that have passed booster seat laws requiring older children to be in booster seats in a car or van to reduce injury.

Studies show that for children up to age 8, regular seat and shoulder belts do not fit properly and these children are highly vulnerable to neck and spinal injuries if involved in an accident.

In a study conducted by Children's Hospital of Philadelphia and funded by State Farm Insurance, it was determined that injuries to children resulting from car accidents can be reduced by 60% if the children are in a car booster seat that positions the child to fit into the seat and shoulder belt correctly.

While these laws are aimed primarily at family cars, after-school programs need to learn the laws in their state and determine what, if any, modifications they need to make to program vans when transporting school-age children.

SAC programs can also help educate parents about their responsibilities, especially for new laws that are passed. On page 7 we have designed a special parent page regarding car seat safety that can be reproduced and passed out to all parents in your program.

How To Take The Mess Out Of Art

Part 1

by Kathleen Bailer

Kids love art. However, kids and art materials are often seen as a volatile combination. Art projects, to many teachers, seem to take a lot of energy to manage, they create a headache, and are time consuming to clean up. The secret to providing successful, hassle free art experiences is to create natural boundaries, establish routines, organize materials and teach children to care for materials. These basic management techniques will help you provide successful art experiences in your before- and after-school program. Art does not have to be messy.

Create Natural Boundaries

Natural boundaries will give structure and focus to the art project, which will in turn minimize behavorial problems.

1. Define the work area. Keep all art materials off the floor. If art materials are placed on surfaces with defined edges, such as tables, children tend to work with them more carefully. When they are placed on the floor, materials tend to scatter. If the children need to work on the floor to do a large-scale project, make "work stations" by taping off or blocking the area.

2. Define individual workspace. Defining the workspace gives children a finite boundary to work within. It prevents children from touching their neighbor's work, reminds them where to keep the materials and cuts down on clean up time. Provide each child with a placemat, an individual piece of newspaper or some sort of work surface. You can easily make your own placemats by placing a large piece of dark colored construction paper or cardstock in between two pieces of contact paper.

3. Use bins to create boundaries. Giving a child or a pair of children a bin tells them where their materials belong. Old aluminum pie pans make great bins. They are indestructible, stackable, washable, and easy to carry. Place a pair of scissors, a glue stick, and some collage materials into the pan and you have a nicely contained instant art kit. Creating mini art kits in bins works extremely well with young children because they benefit from a limited choice in materials.

Establish Routines

Just like in every other aspect of after-school care, establishing routines with art materials helps children know what is expected of them. Routines are especially important during set up and clean up times.

1. Set up art projects "cafeteria style." Displaying materials "cafeteria style" sets up an organizational system, helps children make their own aesthetic choices and speeds set up and clean up time. Place each type of material to be used for the project on its own tray or in a separate clear plastic shoebox. The children can then take an empty pie pan and collect the materials that he or she wishes to use. If the children have left over scraps after completing their art project, they can sort these by placing them back in the appropriate container. When the art project is over for the day, all you have to do is stack the trays or put the lids on the shoeboxes.

2. Create art kits for each table-group. Another option for setting up is to place all project materials on trays or in bins in the center of every table-group of children. This system allows the children to stay at their tables rather than get up out of their seats for additional materials. Each table-group could assign an organizer and materials checker for each art project to make sure everything is put back neatly.

3. Teach and practice cleaning up. Decide whether you want to have the children responsible for the entire process of cleaning up or just a part of it. Asking the children to only be responsible for part of the clean up usually helps it go quickly and smoothly. One easy clean up routine for paints is to have the children place their brushes face down into a bucket of water, their paint containers in another soapy water container, and then take their sponges and trays to the sink and wash them. At the end of the day, you could wash the brushes and paint containers or you could appoint one child to be responsible for each job. When using clay, have the children be responsible for washing their boards off and their hands by giving them two wet paper towels at the end of the lesson, one for the board and one for their hands.

Kathleen Bailer has taught art to hundreds of children in after-school programs. While as a director to the Southern Berkshire Youth Association in Great Barrington, MA, she established one of the first independent after-school programs in the area. Currently, Kathleen provides in-service workshops to teachers on how to use art materials in the classroom and is the designer of Magic Mud™ *(see page 8).*

Part 2 of this article will appear in the September issue.

School-Age NOTES

Subscriptions: $26.95/12 issues

Send Inquiries To: School-Age NOTES
P.O. Box 40205, Nashville, TN 37204
615-279-0700, (Tollfree) 1-800-410-8780
(FAX) 615-279-0800

Editor/Publisher: Richard T. Scofield
Managing Editor: Joyce Jackson
Office Manager: Mary-Helen Marigza

SCHOOL-AGE NOTES (ISSN 0278-3126) is published monthly for $26.95 per year by School-Age NOTES, Inc., 2809 Azalea Pl., Nashville, TN 37204. Periodicals Postage Paid at Nashville TN. **POSTMASTER:** Send address changes to School-Age NOTES, P.O. Box 40205, Nashville TN 37204-0205.

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com

Printed on Recycled Paper

Reduce Conflict...

(Continued from front page)

kids get there? Is it because it's easier for the adults to take attendance? Probably. However, it certainly isn't in the best interest of the children.

Let the kids go directly outside or engage in another activity. The adults will just have to find a way to take attendance that doesn't require children to sit quietly and wait. Making children wait around unnecessarily begs for behavior issues to arise.

School-age children can, and should, have a lot of say about what their program looks like each day...

Snack is another dead giveaway. It's like fingers on a chalkboard when I see three staff preparing and serving snack to all of the kids who then go back to their assigned tables to all eat together at 3:45 like the schedule says! What if they're not hungry then? What if they were starved at 2:45? Why can't they help themselves to snack? Is it easier for staff to do everything? Of course it is! Is it really meeting the developmental and basic needs of the children? No, it is not. Snack should be available immediately when kids come in and left out for most of the afternoon. The children should be involved in both the menu planning and food preparation. Children can make their own peanut butter and jelly sandwiches and can also pour their own juice if you invest in some pitchers. Again, snack should be such that children are an integral part of the process, not just the consumers.

Every child comes with different needs after school. Why should the child who has a lot of pent-up energy and wants to run outside have to do the art project? Why does s/he have to wait for one of the adults? Can't one staff person be outside and one inside? I'll bet more than one child would choose the outside option. Choices should always be available each day and not all require adult intervention. Homework should always be an option. Set up a space for children to be able to write or read. It doesn't require one adult to supervise. When you make your choices, make sure you typically have at least one active and one quiet. Choosing between the craft project and playing board games really isn't meeting two different needs. Chances are one staff person could supervise both so that the other can be with the children who need a more active outlet.

As I stated earlier, it's easy to spot a program that centers on the children and one that does not. The chart below shows some contrasts of a child vs. staff-centered program.

It's easy to see the differences. One is driven by adults and the other is truly driven by the needs of the kids. The bottom line is that unlike preschoolers, school-age children can, and should, have a lot of say about what their program looks like each day and they need minimal adult intervention. They need to be given the freedom to act like kids during the afternoon hours. Our job is to structure a program that ensures their safety but does not stifle their energy. A program that is too restrictive impedes developmental growth, is not necessary and most importantly, is not fun!

Lastly, a program that is kid centered will have much fewer behavioral issues than one that is not. Making children wait around until the adults are ready, or until everyone is quiet, only causes boredom, which leads to unwanted behaviors. Why put you and your staff through that? Children who are busily engaged in activities of their liking are much less likely to become bored and therefore less likely to exhibit unwanted behaviors.

Take a look at your program. Which is it? If you can see that it leans more toward the staff-centered approach, make some adjustments. It will take some getting use to on your part but remember, the program is for the kids.

Yes, they're noisy, hungry and very, very busy but, after all, they're school-age kids!

Marsha Faryniarz is Senior Director of School-Age Programs for the Greater Burlington YMCA in Burlington VT.
(See page 8 for resources to help transition to a child-centered program.)

KID CENTERED	STAFF CENTERED
Kids flow freely throughout most of the afternoon.	We all transition together
Choice time includes a variety of options both kid directed and staff led.	You have two choices because that's how many adults we have.
Kids eat when they're hungry	Kids eat at "snack time"
Activity and snack calendar created with kids.	Activity and snack calendar created by adults for kids.
You can hear the kids before you see them.	Children are whispering
Staff engage actively in a variety of activities.	Staff observe the children.
Children can easily access equipment and supplies as needed.	Children have to ask a counselor to get anything they need.
Kids are responsible for cleaning up.	Staff clean up after kids.

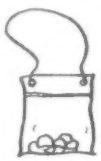
© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

Rock On!

Collect Rocks Day is September 16. Get digging and learn about the secrets, mysteries and treasures that lay right at your feet.

Treasure Bags

Begin collecting your rock "treasures" by making a rock treasure bag. Punch a hole in each side of a large, plastic, zipper freezer bag and attach a length of heavy twine. Now you can wear the bags over your shoulders so that your hands are free to collect rocks. With the help of a field guide about rocks, classify your treasures into three categories: *igneous* (rock that was formed when hot, molten materials cooled), *sedimentary* (rock created by settling particles), and *metamorphic* (rock that went under a change with intense heat and/or pressure).



Rock Display

Make a rock display case by using the tops of shoeboxes. Glue rock samples into place and label.

The Acid Test

One group of rocks (limestone) has a particular chemical make-up that reacts with an acid to give off carbon dioxide, a gas. If the acid is strong enough, the rock fizzes when it is touched. Try the following experiment:

1. Collect an assortment of rocks. **2.** Put a different rock into separate plastic cups. **3.** Pour white warm vinegar to cover each rock. **4.** Watch closely to see which rocks form bubbles and fizz. Some of the rocks fizz more than others. Why?

Crushed Rock Paint

Make prehistoric paint used for cave paintings with crushed rock and modern materials. Begin with nicely colored material (such as clay pieces, crumbly rock, or tiny pebbles) and crush into a fine powder. To crush, place clay, crumbly rock or tiny pebbles in between several layers of newspaper and carefully crush into fine powder using a small hammer. (Wear safety goggles for this part of the activity). To turn into paint, mix the fine powder with a small amount of liquid starch or soap flakes that has been mixed with water. Try painting on different surfaces like paper, wood, or cloth material.

Homemade Chalk

Chalk is another form of limestone. Here is a recipe to make your own outside chalk.

Materials needed: powdered tempera paint, 1 cup water, 3 tablespoons plaster of Paris, and small paper cup.

Mix paint, water, and plaster and pour into paper cup. Let dry for one hour or until hard. Peel off the cup and begin drawing!

Collage Art

September 16, 1887 is the birthday of sculptor, graphic artist, painter, and writer **Hans Arp**. He invented a new kind of collage technique where he tore paper squares and dropped them on a larger sheet of paper where they formed a natural design of chance. He would then glue them into place as a collage.

Create your own **Muse of Chance Collage** by tearing pieces of colored construction paper or a variety of different paper into squares or other shapes. Place a larger sheet of paper on the floor. Stand next to the paper or kneel on a chair above the paper and drop one torn piece of paper on the larger one on the floor. If it lands on the paper, use glue to stick it to the larger paper. Continue dropping and gluing paper shapes where they land until satisfied with the collage. You can also cover the larger sheet with glue first so the pieces stick as they fall.

Tissue Paper Seascape

Create another collage work of art that has a more intentional design to it, a beautiful seascape.

Start with a 9" x 12" white poster board or a sturdy piece of cardboard, colored tissue paper, in blues, blue-greens and tans, white glue and a brush.

Mix some glue with a little water in a small bowl. Tear the tissue paper into long irregular pieces. Brush the poster board with glue and begin placing the "water" colored tissue paper, the blues and blue-greens, over it, one piece at a time. Brush more glue over the papers to make them lay flat. Arrange the pieces so that they overlap. Add "land" colored tissue paper, the tans, for an island, etc. Add more blue for a sky. After drying completely, carefully trim any ragged edges with scissors.

Cross Tag

Cross Tag is a tag game with a twist. All players work together to defeat the player who is IT.

First, the player who is IT calls out the name of one of the players. IT takes off after that player, and all the others begin running around. IT may chase only the named player unless another player **passes** between them. Now, IT must chase that player, until yet another player passes between IT and the player being chased, and so on. All the players join in to help distract the player who is IT. When a player is tagged, he/she is the new IT.

Byline...

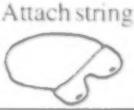
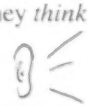
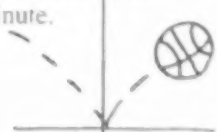
This month's **Activities** and **Ideas Corner** pages were written by *Pam Russo* of Attleboro, MA. Illustrations by *Julie Sorensen* of Danville, NH.

39 Activity Ideas

The minimum number of Activity Ideas in this issue is 39.

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

SEPTEMBER IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
FAIRY TALES II	September 8 is *International Literacy Day*. Read American versions of well-known fairy tales, then compare to the version from another country.	*Little* ***Red*** *Riding Hood* needs a new outfit. Change the design and color then create a new name for this tale based on her new look.	What if Jack in *Jack and the Beanstalk* traded his cow for something besides the magic beans? Create a story based on the new circumstances.	Give *Goldilocks and the Three Bears* a new twist. Create a red head or brunette character and change to 3 other animals. What happens?	What could the wicked witch in *Snow White and the Seven Dwarfs* say instead of "Mirror, mirror on the wall, who's the fairest of them all?"
FAB FRIENDS	Cut a variety of words and letters from old newspapers and use them to write fun messages to a special friend.	Create a special handshake with your friends. How do you say goodbye and hello without saying a word?	With tape, attach a piece of paper to each child's back. Have everyone write one unique thing about each friend and then share with each other.	Make a "Friendship Coupon Book." On each coupon write one special favor or activity your friend will receive or do with you when they "cash in" the coupon.	Do you have friends who live far away? Write and share their names, where they live, how you became friends, and how you stay friends so far from each other.
ALL TOGETHER	In a group, give each child paper to draw a simple shape. Pass papers to the right for the next child to add on to. Continue until all are completed. Share the designs.	**Assembly Line Clay Creations**. Start with one child molding clay, the next adding something like pipe cleaners, the next adds beads, etc.	Play **Musical Art** by drawing to music around a large sheet of paper. When music stops, all walk around the paper. When music starts draw at new spot.	Temporarily redesign chairs and tables using tape, different types of paper, cardboard, and art supplies to create usable fantasy furniture.	**Drama Relay.** Two teams side by side. First players choose written suggestions and act them out. Move to line's end when team correctly guesses. Next player begins.
"SUN"SATIONAL	On white paper draw a picture of a setting sun with black permanent marker. Color with watercolor paints.	Create the sun's gases by placing a balloon filled with 2 T. of baking soda over opening of a small soda bottle with with a cup of vinegar. What happens?	Place a clear water-filled jar safely in a window with bright sunlight. Place white paper on floor beneath jar and paint paper to match rainbow colors.	Explore, compare, and create Sun Signs. Cut out horoscopes from newspapers and magazines and practice writing your own.	Make sunshades by cutting a pair of egg holders from an egg carton. Cut out a nose rest and 1 x 1/8" slits for eyes. Attach string to wear. 
POINTS OF VIEW	Place several small objects in a covered can or small container. Have kids shake, guess, and chart what they *think* they hear. 	Tell a story through the eyes of a fish in the ocean, a cloud in the sky, a cactus in the desert, etc.	Invite senior citizens from different cultural backgrounds to chat about how it was for them growing up in their family, community, or country.	Place an object in the middle of a table. Sitting at different places, draw what you can see. When finished, compare and discuss with others.	Make a collage to show "How People See Me" and "How I See Myself," using pictures from catalogs, magazines, etc.
SPORTY INVESTIGATIONS	While jumping ropes, record and calculate the average number of jumps, before missing, made by the group.	What is the most number of times someone can jump rope in a minute?	Is it faster to skip, hop, leap, or jump as a method of moving from one place to another? Try different combinations too.	Find out which of a rubber ball, basketball, or kickball can be bounced the most times in a minute. 	Which kind of ball can be bounced the highest and the lowest?

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

Washington Notes

by Charles Pekow

Charles Pekow is the Washington correspondent for SAN. This report was written exclusively for SAN readers.

Congress Keeps 21stCCLC Budget

Congress is saying no to the administration's call for a 40% cut in the 21st Century Community Learning Centers (21stCCLC) program. Both the Senate Appropriations Committee (Sen.AC) and the House Appropriations Committee (HAC) approved appropriations bills for FY 04 that include $1 billion for the program. The Bush Administration had proposed scaling back funding from the FY 03 level of $993.5 million.

The administration proposed cutting funding because an evaluation of the first year of the program showed a lack of positive results. But Sen.AC says wait until we get more data from subsequent years before rushing to judgment.

Both bills also include $2.1 billion for the discretionary part of the Child Care & Development Block Grant (CCDBG), an increase of $13 million from current year funding. Appropriators don't want to increase funding significantly until Congress reauthorizes the block grant.

Language also includes the usual CCDBG earmarks, including $19.12 million for school-age care and resource & referral, with $1 million of that earmarked for the Child Care Aware information line. And 4% of funding plus $272 million get set aside for quality activities. Research, demonstration and evaluation get $10 million.

Both bills would level fund the Social Services Block Grant (SSBG) at $1.7 billion, the administration's request. A temporary law for 2003 that allowed states to transfer up to 10% of Temporary Assistance to Needy Families (TANF) funding to SSBG expires. So next year, states would only be allowed to transfer up to 4.25% of TANF money to SSBG.

Committees disagreed on a few measures, however. Sen.AC agreed to the administration's proposed cut in the Safe & Drug-Free Schools & Communities State Grant Program, while HAC did not. Sen.AC approved $422 million, down from the FY 03 level of $4689 million, the HAC amount. Both committees also would level fund at $155 million National Programs, whereas the administration asked for $172 million.

And while the administration asked for $100 million for mentoring for children failing or at-risk of failing in school, or getting into gangs or legal trouble; Sen.AC only approved $28 million, and the House $50 million. In FY 03, the program got $17 million.

Other Bills

Since the temporary welfare law expired June 30, Congress passed a three-month extension. Congress failed to reauthorize workfare law, which expired last September and includes the mandatory part of CCDBG. So far this year, the House has passed a reauthorization bill that would add $200 million/year to CCDBG. But like last year, the Senate hasn't acted yet. The temporary bill, the Welfare Reform Extension Act of 2003, (H.R. 2350), continues funding for the block grant at current levels through September. Without it, funding for the mandatory part of CCDBG would have dried up.

Congress passed the Strengthen AmeriCrops Program Act, another in a series of efforts to clean up accounting problems that have plagued the agency in its 10-year existence. The legislation requires the Corporation for National & Community Service (CNCS) to fund grants based on an estimate of the number of members who actually complete service and use their education award. In previous years, Congress has had to bail out the agency because it didn't calculate benefits properly. CNCS could only enroll 50,000 volunteers this year as it overenrolled last year and couldn't fund obligations properly.

Subscription Increase

Don't forget! Beginning next month subscription prices will increase to **$28.95** for U.S., **$31.95** for Canadian, and **$33.95** for foreign subscriptions. Renew your subscription now at the lower rate!

Lights On Afterschool! observed October 9th.

www.afterschoolalliance.org

SAC CONFERENCES

IOWA Sept. 19-20,2003
Annual ISACA Conference, Des Moines
Contact: Terry Clifton, 515-457-5854

ILLINOIS Sept. 20, 2003
ISACCN Annual Conference, Bloomington
Contact: Curtis Peace, 800-649-1766 or www.isaccn.org

WASHINGTON Oct. 2-4, 2003
WASACA Conference, Spokane
Contact: 888-419-9300

OHIO Oct. 11, 2003
Ohio Professionals for S-A Children , Columbus
Contact: Jennifer Gibson, 440-960-7187 or Becky Ketron, 800-340-0600

SOUTH DAKOTA Oct. 10-11, 2003
4th Annual SoDakSACA Conference, Rapid City
Contact: Billie Jo Bakeberg, 605-717-1220 or bbakeber@spearfish.k12.sd.us

MISSOURI Oct. 17-19, 2003
MOSAC' 10th Annual Conference, Kansas City
Contact: Debbie Ervay, 816-415-6789, dervay@liberty.k12.mo.us

VIRGINIA Oct. 17-18, 2003
VSACC Conference, Richmond
Contact: Elise Pailthorpe, 757-421-4672, epailthorpe@aol.com

ILLINOIS Oct. 25, 2003
ISACCN/SIAEYCE Conference, Carbondale
Contact: Terry White, 800-232-0908

NEW YORK Oct. 25, 2003
NY SAC Coalition Conference, White Plains
Contact: Carol Diemer, 914-761-3456 ext. 127, carold@ccewny.org

CALIFORNIA Nov. 6-8, 2003
National Middle School Conference, San Diego
Contact: CalSAC, 415-957-9775, www.calsac.org

NORTH CAROLINA Nov. 6-8, 2003
NCSACC Annual Conference, Greensboro
Contact: Karen Kestler, 252-747-5831, ncces@eastlink.net

YMCA CONFERENCE Nov. 13-16, 2003
YMCA Child Care Conference, Baltimore
Contact: Barbara Roth, 800-872-9622, ext. 4693

NSACA CONFERENCE February 26-28, 2004
16th Annual Conference, Tampa FL
Contact: www.nsacaConference.com, 800-606-0061

Let us know about YOUR SAC conference!

© 2003 School-Age NOTES • PO Box 40205 • Nashville, TN 37204-0205 • 1-800-410-8780 • www.AfterSchoolCatalog.com
Printed on Recycled Paper

State Governments Getting Serious About Booster Seats

In the words of Tennessee state legislator Rob Briley, "...even though the [car] seat-belt system is adjustable, it is not totally adjustable to fit the size of a child. They are simply made for adults."

Armed with this information and understanding, more and more states are passing laws requiring that children as old as the age of 8 be required to sit in a restraint device while traveling in a car or van.

It used to be that children could "graduate" from child car seats to sitting in regular seats with only seatbelts to protect them. Now new research is showing that children suffer more injuries, especially neck and spine injuries, if they are not in a booster car seat that allows the seatbelts to adjust to their body.

State Farm Insurance funded a study conducted by Children's Hospital of Philadelphia in which it was determined that children ages 4-7 in belt-positioning booster seats had no injuries to the abdomen, neck, spine, back or lower limbs, while children in seat belts alone had injuries to all areas of the body.

As a result of these studies, 19 states have passed laws requiring older children to be in booster seats.

And apparently the car seat manufacturers are seeing a new market and attempting to come up with designs that are "cool" so that older children will be more willing to sit in the seats.

School-Age Children Can Understand Need for Safety

by Joyce Jackson, Managing Editor

When he was seven years old, my son Chase was involved in a serious car accident with his father. Their car was rammed hard from behind causing them to flip over and finding themselves dangling upside down, the seatbelts they were wearing being the only thing protecting them. Remarkably, they were able to crawl out of a car window and neither sustained any serious injuries. However, from that day forward we never had to remind Chase to put on his seat belt. In fact he became the vocal advocate for seat belt use, often not letting us start the car before making sure everyone was safely buckled in.

Hopefully it won't take such a serious real-life example to help your school-age child understand the need for seatbelts and booster seats. Unlike toddlers, who squirm, whine and complain about being trapped in the confines of the car seat and who always seem to find a way out, the school-age child has moved into "concrete operations," a stage in which he understands and takes very seriously safety issues. This is a period when children worry about their parents' and their own safety and know that serious accidents could lead to death and dismemberment. They also are "rule-bound," guided by the laws of the land. If they know that there is a law requiring they sit in a booster car seat, they'll likely be hounding you to go out to the local Wal-Mart to pick out a seat!

So while it may not be the coolest thing in the world to have to sit in a "baby" seat when you're eight years old, if the laws are explained to your child, he knows that everyone is supposed to obey the law, and he understands the potential disasterous consequences of not obeying the law, not only will he cooperate, but he'll be on a campaign to make sure all of his friends obey the rules too.

Tennessee Has One of the Toughest Laws

Tennessee was one of the first states to pass a law requiring older children to be in booster seats until age 8. And it's also one of the most comprhensive laws, with parents facing $50 fines if stopped and their children aren't in proper restraints.

The proposal sent to Governor Phil Bredesen for signing includes the following:

- Children under 1 year of age or weighing less than 20 pounds must be in a backward-facing child-passenger restraint system in the rear seat.
- Children one to three years old and weighing 20 pounds or more have to be in a child safety seat in a face forward position but in the rear seat.
- Children 4-8 years old and less than 5-feet tall have to be in a belt-positioning booster seat in the rear seat.
- The law recommends but doesn't require that children 9-13 years old or any child 5 feet tall or taller use the seatbelt system in the rear seat.

These Websites Can Help

Don't know where to start? The websites listed below offer valuable informaton on Child Safety laws, what kind of seats to look for, and more. As well, you can simply type in "car safety seats" into Google or other Internet search engines and a number of entries are available for finding the best booster seat for your child:

The *National Highway Traffic Safety Administration* has a website with lots of information on child passenger safety, including links to individual state contacts so you can determine what your state laws are. Go to:

www.nhtsa.org

then click on the **Child Passenger Safety** link.

The *American Academy of Pediatrics* also has information specifically for families. Go to:

www.aap.org

Under the "What's New" column on the home page click on **"Car Safety Seats: A Guide for Families - 2003."**

Programs may reprint this page as a handout for parents.

School-Age NOTES
PO Box 40205
Nashville, TN 37204-0205

ADDRESS SERVICE REQUESTED

105

PERIODICALS

August 2003

*****AUTO**MIXED AADC 370 57 1 327
00388265 COMP
DIANNE ROTHENBERG
ERIC/ECE ACQUISITIONS
CLG OF EDUC/UNIV OF IL
51 GERTY DR
CHAMPAIGN IL 61820-7469

RESOURCES

Don't Make Me Laugh

A fun board game for school-age children called *Don't Make Me Laugh Jr.*, is available from the LoLo Company of San Diego CA.

The game is designed for fun and laughs, but also teaches children teamwork, building positive relationships, and positive attitudes.

From two to thirty people can play the game which involves having kids do a variety of creative tasks or act out imaginative situations. Children learn to get more creative and expressive in trying to get others to guess what they're doing.

Don't Make Me Laugh Jr. can be purchased for $34.95 by calling 800-860-9930 or going to their website at www.lolofun.com. On the website you'll find other games of interest such as *Bucket Blast*, *Roh Szam Bo*, and *Bandito*.

Middle School Health Resources

Working On Wellness (WOW) is a comprehensive health, substance use/abuse and violence curriculum for students in grades six through nine.

WOW is comprised of five modules covering areas like nutrition/fitness; violence/substance use & abuse prevention; growth & development; safety/control of disease; and more.

Each module contains a colorful newsletter for students, teacher's guide, materials for families, community outreach project booklets for each student, activities, and more.

The program has both an in-school and after-school component and has received good reviews from after-school programs that have used it.

Go to their website at **www.wowness.com** for more information or call 800-593-7049.

Magic Mud™

Magic Mud™ is a natural, reusable clay kit for home and school. To learn more about Magic Mud™ or to schedule a workshop on how to use it, call Kathleen Bailer at 888-266-3094 or go to **www.k-play.com**. (See page 2.)

Child-Centered Program Resources

For more information on creating a program that is meeting the developmental needs of school-age children, look at the following resources available from School-Age NOTES:

Discipline in School-Age Care: Control the Climate, Not the Children by Dale Fink ($4.95 for subscribers)

After-School Transition Activities: The Ready, Set, Go Guide to Strategies That Work by David Whitaker ($13.95 for subscribers & $4.95 S/H).

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

EFF-089 (1/2003)

PS031374

PS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE
(Blanket)

I. DOCUMENT IDENTIFICATION (Class of Documents):

All Publications:	School-Age NOTES — (Newsletter)
Series (Identify Series):	Monthly Newsletter
Division/Department Publications (Specify):	

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified documents, please CHECK ONE of the following options and sign the release below.

☑ Sample sticker to be affixed to document — Sample sticker to be affixed to document ☐

Check here	"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."	"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."	or here
Permitting microfiche (4" x 6" film), paper copy, electronic, and optical media reproduction			Permitting reproduction in other than paper copy
	Level 1	Level 2	

Sign Here, Please

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce these documents as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Signature:	Richard T. Scofield	Position:	Publisher
Printed Name:	Richard T. Scofield	Organization:	School-Age NOTES
Address:	PO Box 40205 Nashville TN 37204	Telephone Number:	(615) 242-8464
		Date:	5-26-94

Over

Date: 10/8/03

SPEEDBUMP DOCUMENTS

Clearinghouse Number PS031374

Shipment Number 031

Comment:

- ❖ *See attached*
- ❖ *Awaiting response from*
  - ○ *Author* _____
  - ○ *Facility Personnel* _____
  - ○ *Clearinghouse Personnel* _____

Spelling is "Scofield" - Needs new title page/sticker